

STUDIES
IN
ENGLISH IDIOM

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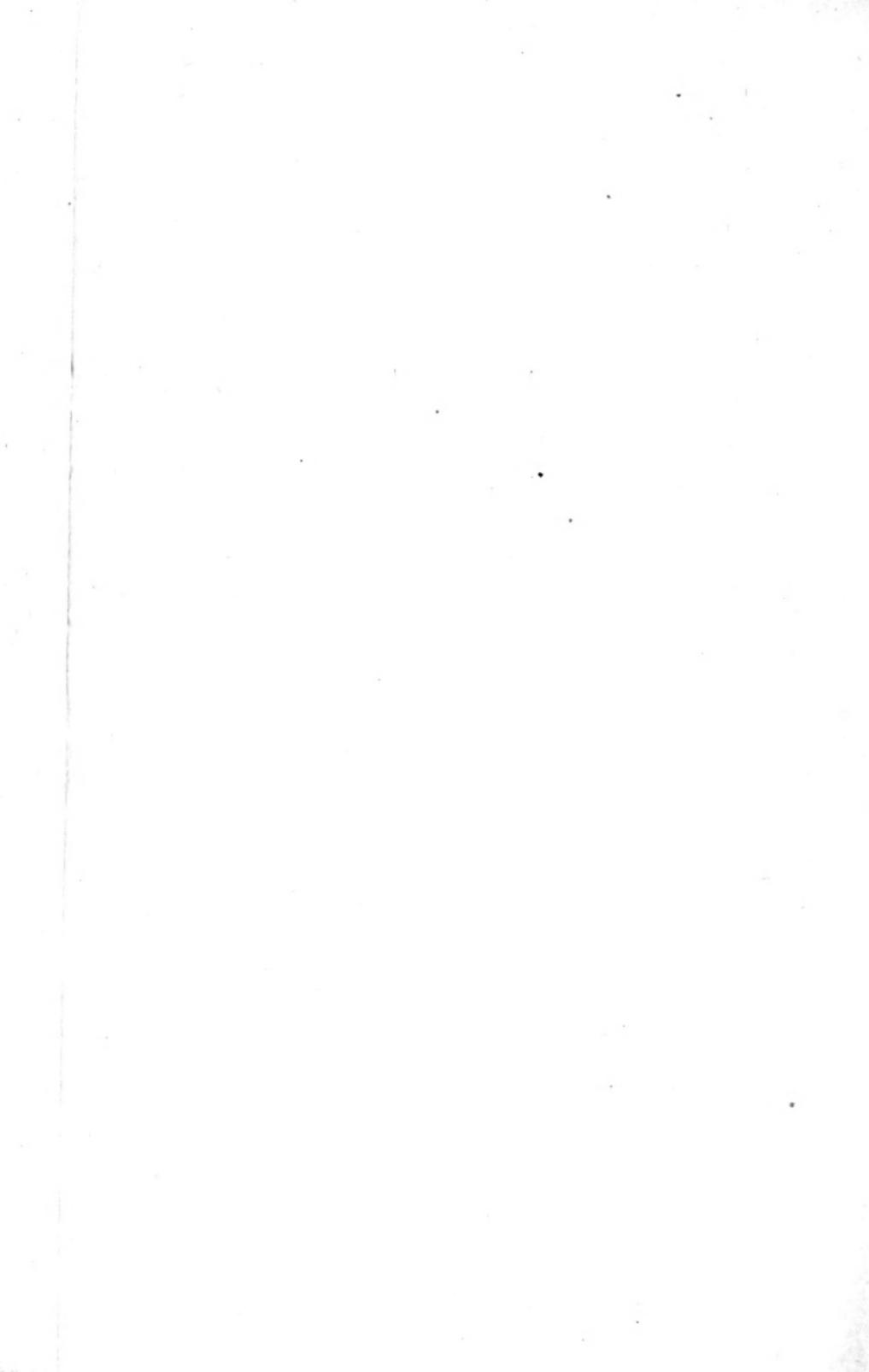
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BY
G. BRACKENBURY, M.A.

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STUDIES
IN
ENGLISH IDIOM

BY

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MACMILLAN AND CO., LIMITED
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PREFACE

THIS book is intended for use in the first and second years of the secondary course. It has been divided into two parts, each part being intended for a year, although an advanced first year form could proceed with the second part, and a backward second year form might with advantage revise the first part. It is intended to precede, or at least to accompany, the study of composition, and treats chiefly of those speech-forms which present difficulties to Egyptian students. The best books we have had so far on the subject of composition have been primarily intended for English students, and naturally neglect many of the idioms most difficult for Egyptians. Of these difficulties, the question of tenses and their sequence is perhaps the most obstinate, and has received accordingly full treatment.

The exercises have been designed to contain no abstract ideas or difficult words to divert the student's attention from the question under consideration, but at the same time to provide material for the acquisition of new words. Most of them may be done orally or in writing, as the teacher may desire. The Appendix contains a list of the commoner mistakes

to which Egyptian students are liable, and should be consulted with every composition.

The exercises on letter-writing may be done independently of the rest of the book at the discretion of the teacher.

My acknowledgements are due to Mr. A. H. Sharman of the Saidieh School, for many valuable suggestions.

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STUDIES IN ENGLISH IDIOM

PART I.

I.

PUNCTUATION.

The **comma** (,) is used to divide sentences or clauses which form part of one main thought.

Ex. I told him that, if he wished to gain friends, he must so act, that people could know that he was well-disposed towards them.

Also to separate nouns used consecutively in a list, as :

The pedlar sold lace, handkerchiefs, buttons, knives and pencils.

Note that there is *no* comma after the last noun but one, before *and*.

The **semi-colon** (;) is used to divide sentences complete in themselves, when the idea conveyed by the whole is continuous.

Ex. Robinson Crusoe lived all alone ; he contrived to satisfy his immediate wants by hunting and fishing ; he never saw any human being for a very long time, and consequently suffered much from loneliness.

The **colon** (:) is used generally when the sentence

following is a summary or explanation of the preceding one, or before a list of things.

Ex. I went to market and bought the following articles :
a dozen eggs, a fly-whisk, a bottle of soda-water
and a pound of cheese.

Also usually before quotation commas, as :

He said : "The train has gone."

The **full stop** (.) is used when we wish to show that the idea contained in the sentence is complete. If the next sentence begins an *entirely* new thought, begin it on a new line ; if the stop is at the end of a line, begin the new sentence a short space from the beginning of the next line.

Brackets () are used to contain a sentence, or part of a sentence, which is grammatically independent of the rest of the sentence, and when we wish to interrupt the sentence to say something explaining the main thought.

Ex. I wrote several letters (I have no recollection of what I said) to my friend George, which never reached him.

Dashes (— —) are used in much the same way as brackets, that is, to suspend or interrupt the main sentence.

Ex. King Midas—little realising what he was doing—asked for the golden touch.

The **question mark** (?) must *always* be put after direct questions.

Ex. What are you doing ?

The **note of exclamation** (!) is used to express surprise, admiration, anger or any other emotion.

Ex. What a lovely sunset!

Quotation commas (" ") are used before and after any direct speech, as :

I exclaimed : "How foolish some people are!"

Sometimes we may make a speech, in the course of which we may report the words of someone else. In this case the second quotation (or reported words) will be enclosed between single commas (' ').

Ex. The sergeant said to the colonel : "I wish to report this soldier for saying : 'I refuse to do what you ordered me to do.'"

Capital letters are used : (1) at the beginning of a piece or after a full stop ; (2) after inverted commas in a direct quotation ; (3) with proper names ; (4) with common nouns when they refer to particular persons or places, as :

The Sultan, the Emperor, the Citadel, the Barrage.

Exercise. Punctuate and paragraph the following, putting in capitals where necessary :

I. When columbus returned from america he was much honoured by the king and queen of spain and was entertained at many banquets naturally he excited the envy of many people who thought that the honour columbus received was due to them on account of their position one day when the great explorer was at a dinner in company with some nobles the latter began to disparage his achievement and to say any one of us could have done the same after all there was nothing wonderful in merely sailing

westward until land appeared columbus overhearing their talk resolved to silence them he took up an egg and challenged them to make it stand on one end the egg was accordingly passed round the table all tried but no one succeeded columbus then took the egg broke it slightly at one end and so made it stand upright the nobles exclaimed that is easy we could have done that yes said columbus it was easy to do but it was first necessary to think of it this silenced his detractors who began to understand how foolish they were.

II. robert southey was an english man of letters who was born at bristol in 1774 when a young man at oxford he showed his sympathies with the french revolution and wrote a poem entitled joan of arc, in june 1794 he met coleridge and the two whose lives were thenceforth linked dreamed of emigrating to america and founding a communistic settlement and for this purpose they tried to raise money by lecturing though this brilliant dream was soon destroyed by the force of circumstances on his secret marriage to edith fricker his uncle forced him to go to portugal however he returned the following year and settled down at norwich where he devoted himself to literature writing much poetry after a second visit to portugal he returned to england and settled at keswick where he lived on the proceeds of articles in the quarterly review and a pension of £300 a year on which he supported not only his own wife and family but that of coleridge as well. on the death of his first wife he married caroline bowles but he died shortly after the marriage in 1843 his most famous works are his life of nelson and his life of wesley he is recognised as a classic prose writer and a capable biographer but as a poet he rarely rose to distinction he translated the famous spanish romance called the cid which was the foundation of corneille's famous

drama of that name as an essayist he is regarded as second-rate but his life of nelson will always remain as one of the great monuments of english prose.

III. Don quixote is the work of cervantes who composed the book while he was in prison in this book the writer laughs at the foolish ideas about knights fairies dragons and sorcerers which prevailed in the middle ages don quixote was a madman who imagined himself called upon to go out into the world as a knight errant and to set right the wrongs of people in distress he rode on a wretched horse called rozinante and was accompanied by his servant sancho panza and in trying to right these wrongs he often made matters a great deal worse by his interference once he even went so far as to attack some windmills supposing that they were giants people who undertake acts of self-sacrifice or of kindness which are not necessary or which lie out of their path have ever since been called quixotic people and such actions quixotic actions.

II.

USE OF THE DEFINITE ARTICLE: *THE*.

The is used

1. When we speak of a particular thing, which we wish to distinguish from similar things.

Ex. *The* book which I am reading is interesting.

The garden is near *the* house.

The houses of Cairo are high.

The cotton of Egypt is of good quality.

In general use “*the*” whenever it is possible to answer the question “*what?*”; for example, when we say: “*The* garden is near *the* house,” we must be able to answer the question “What garden? What house?”

2. When a noun is used in the *singular* to mean all things of the same kind.

Ex. *The* palm-tree is useful (= all palm-trees are useful).

The horse is useful (= all horses are useful).

3. Before adjectives used as nouns in a plural sense, as :

The poor, *the* sick.

4. With names of rivers, ranges of mountains.

The Nile, *the* Thames, *the* Carpathians.

5. Before such proper nouns as consist of an *adjective* and a *noun* as :

The North Sea, *the* Indian Ocean, *the* Khedivieh School, *the* United States.

— The article is omitted :

1. When speaking of anything used in a general sense, and regarded as having an indefinite quantity.

Ex. *Water* is necessary to *life*. *Gold* is more valuable than *iron*. (We cannot here answer the question : What water? What gold? etc.).

Cotton is exported from Egypt. (Compare : *The* cotton of Egypt is good. Here we can answer the question : What cotton?)

Bricks are made of *clay*. *Generosity* is a great *virtue*.

2. When a noun is used in a general sense in the *plural*.

Palm-trees are useful (but : *the* palm-tree is useful).

Ships are built on the Clyde. *Clothes* are necessary in *cold climates*.

NOTE.—Observe the difference in the pronunciation of *the* before a consonant as in *the book*, and before a vowel as in *the air*.

Exercise. I. Fill in the spaces *if necessary*.

1. — houses of — peasants of this country are made of — mud.
2. In — desert it is difficult to find — water.
3. — Roman Empire was destroyed by — attacks of — barbarians.
4. — children are a great blessing to — parents.
5. — luxury has often caused — fall of — empires.
6. — kings live in — palaces.
7. — slaves are not always ill-treated.
8. — house was destroyed by — fire.
9. — fire which raged in London, destroyed many houses.
10. — monuments of — Egyptian kings excite the wonder of — travellers.
11. — lead is — heaviest of — metals.
12. — radium is one of — most remarkable of — recent discoveries.
13. An educated man is not happy without — books.
14. — one-storeyed houses have — advantage of having no stairs.
15. — houses of Paris are higher than — houses of London.
16. — steam possesses almost irresistible force, and can drive — engines at — great speed.
17. — ancients did not know that — water always seeks its own level, and accordingly built — great aqueducts whose remains we see in many parts of — Roman Empire.
18. — science has now enabled us to convey — water great distances by — means of — pipes.
19. — barometer shows us — pressure of — atmosphere.
20. By taking it to — tops of — mountains we are able to judge — height of them.

21. — thermometer enables us to measure — temperature.

22. — flowers produce — honey in order to attract — insects.

23. — insects are also attracted to — flowers by — scent they give out, and by — bright colours they possess.

24. — honey-bee gathers — honey and stores it up against — winter.

25. — bees live together in — hives; — queen-bee is — largest and lays — eggs which are hatched out and produce — new bees.

26. — male bee is called a drone; it does not gather — honey and is accordingly killed by — bees; the latter are of neither sex and live only for — work.

27. When a new queen is born, — two queens fight, and — one that is defeated leaves — hive followed by a large number of — bees, to seek a place to make — new hive.

28. — fire cannot burn without — air.

29. — best way to extinguish a fire is to exclude — air.

30. — coal is used to generate — electricity.

31. — petroleum can drive — engines as well as — coal.

32. — gas is one of — most useful products of — coal.

33. — carpets are now almost entirely made by — machinery.

34. — best carpets are made of — wool.

35. This town now possesses — large cotton factories.

36. By means of — electric telegraph — messages can be conveyed — great distances in a few seconds.

37. Formerly all such messages were conveyed by means of — copper wires, but recently a way has been found of sending them without — wires.

38. This has been found very useful for — ships in — distress, which are now able to communicate with — shore and obtain — help.

39. — ships coming from — countries where — cholera is raging are subjected to quarantine to prevent — infection being brought into — country.

40. — exports and — imports of this country have increased.

Note the following idiom :

1. The more, the merrier.
2. The more one has, the more one wants.

The is not an adjective in this case, but an adverb, and the two parts of the phrase are a comparison of ideas, *e.g.* (2) If one has more, one wants more *in proportion*; one wants more according to what one has.

Exercise. II. Fill in the spaces *if necessary*:

In 1665 a great plague raged in London. *the* insanitary condition of — houses, *the* narrowness of — streets, *the* dirty habits of — people, all helped to spread *the* disease. *the* people died in — thousands, and every day *the* carts used to go round from — house to — house to collect *the* dead, accompanied by a man crying: "Bring out your dead!" — corpses were hurriedly thrown into — deep pits dug for — purpose, which were rapidly filled up with — dead bodies. — people who could afford to do so left — town and fled to — country, while — poor remained and died in great numbers. — next year another misfortune came upon — unfortunate city, namely, a great fire. It broke out in a baker's shop, and aided by — east wind, rapidly consumed — wooden houses of which a large portion of

— town was built, raging for several days. Even — great cathedral of St. Paul's was destroyed by — fire, which, leaping across — narrow streets reached right to — banks of — Thames. But this conflagration, disastrous as it was, did much good. It destroyed many of — dirty, unhealthy streets, and swept away — homes of disease, enabling — better houses to be erected in their place.

III. Sir Ralph the Rover was a wicked pirate who sailed about from — sea to — sea attacking — innocent merchant ships and robbing them of — cargo. One day he came to — coast of Scotland and observed a certain dangerous rock on which a bell had been placed to warn — sailors of — presence of — danger. Sir Ralph thought that if he removed — bell, — merchant ships would be wrecked upon it, and that he could then easily plunder them. Accordingly he rowed to — rock in a small boat with a party of — sailors and cut off — bell, which sank down into — deep water. He then sailed away across — sea and enriched himself with — much plunder taken in — various parts of — world. After about a year, he returned and reached — neighbourhood of — famous rock. A thick fog came on, and he could not tell where he was, though he feared he must be somewhere near it. How heartily he now wished that he had not cut off — bell from — rock ! Blindly — ship drifted along at — mercy of — tide. Suddenly there was a crash ; — ship had struck — rock ! In a few minutes — ship filled with — water and sank to — bottom of — sea with all on board.

III.

THE INDEFINITE ARTICLE: *A, AN.*

This is used to point out nouns of which we wish to indicate *one*, though we do not specify which particular one, as : I see *a* tree. *A* man spoke to me.

It cannot therefore be used unless other things of the same kind exist (that is to say, if the noun indicated is not used in the plural), nor with abstract nouns which have no independent existence.

Thus: generosity, whiteness, health, air, water, iron, gold, etc., etc., must not have the indefinite article unless we are at the same time thinking of their existence in other ways or in other places. Thus :

1. He is in good health.
2. Generosity is a noble virtue.
3. He behaved with *a* generosity I did not expect.
(Here we may be thinking of other people's generosity also.)
4. I gave him permission to go.
5. I received permission to go.

Warning.—Avoid using 'a' before *health* or *permission*.

In phrases containing the comparison of equality, the indefinite article must come immediately before the noun, and not before the adjective :

Ex. This is as fine *a horse* as any I have ever seen.

So also after the demonstrative adverb *so* :

He wrote *so* good *an* exercise that he obtained the prize.

It would be a pity to sell *so fine a* horse.

It is also used in the phrases: *a great many* (= very many), *a few*, *a little*:

Ex. He has read a great many books.

N.B.—It cannot be used with *adjectives* standing for *nouns*, because such adjectives have only a plural sense.

Ex. *A poor man* (singular).

The poor (plural).

Exercise on the Definite and Indefinite articles.

Fill in the spaces *if necessary* with *the*, *a* or *an*:

— palm-tree is one of — most useful trees Egypt produces, and its appearance is particularly graceful. It has no branches along its stem, which is quite bare, but ends in — graceful crown of leaves. — lowest branches are cut off every year, and — new ones sprout from — centre, while — stumps of — branches which have been cut off remain to form — stem of — tree as it grows higher. — tree is divided into — two sexes, — male tree producing — pollen-dust and — female — fruit. When — trees flower, — pollen-dust is taken from — male tree and sprinkled on to — flowers of — female to fertilize them and to make them produce — fruit. But — date-palm produces other things besides — fruit. Of — branches are made — kind of basket-work, which is used as — bird-cages, — beds, and many other things. — tree also produces — fibre which is made into — ropes, and — leaves can be plaited to make — hats. When it is desired to produce — new tree, — seeds are not sown as with — other plants, because if that were done

— large number of — new trees would be males, but — female tree is covered with — mud to — height of about — metre and — half; — leaves soon begin to sprout through — mud, and as soon as — new tree is formed it is cut away from its mother and replanted in — other place. — dates form — favourite form of food and — Arabs largely live on them for — considerable part of — year. — palm-forest is — particularly beautiful sight, especially as — sun is setting, and — red light shines upon — rugged stems, and casts — lovely lights and shadows among — leaves and branches above.

IV.

DIRECT SPEECH. 

Speech is said to be *direct* when we have the exact words said by one person to another, whether statements, questions, commands, negations (denials) or prohibitions.

I. Statements. In these the subject must come before the verb, as : "I came."

II. Questions. In these the subject must always follow the verb, as :

Are you ready? Will you come? Has he brought it?
Have you a pen? Can you do it? May I write?
Ought he to go?

If the verb is *not* one of the verbs of incomplete predication: be, have, will, shall, can, may, must, ought and their tenses, we must use the verb *to do* as

an auxiliary, in the required tense, followed by the subject and then the infinitive. The sign of the question (?) must be put at the end.

Ex. 1. *Does* your father use a fountain-pen ?
2. When *do* you go to school ?
3. Why *did* the pupil write it ?
4. *Do* the houses contain furniture ?

NOTE.—Polite commands are sometimes expressed by a question, as :

“Will you kindly go away ?”

Exercise. I. Put in the form of questions :

1. The gardener planted many seeds.
2. The mother loved the child.
3. The house could hold ten people.
4. It was built of large stones.
5. The Pyramids exceed every other building in massiveness.
6. I shall write a letter to my son.
7. General Gordon was killed at Khartoum.
8. The Romans conquered Gaul.
9. The gardens will be full of flowers in the spring.
10. He ought to do his duty.
11. Your duty is clear.
12. Much study is a weariness to the flesh.
13. You left your books at home several times last week.
14. My house is far from the school.
15. He can write French easily.
16. He must learn to think before he speaks.
17. It is dangerous to put one's head out of a railway carriage.
18. He went to see his father often.
19. Portugal underwent a revolution.
20. He suffered much pain in his last illness.
21. Those who live by the sword must die by the sword.
22. A stitch in time saves nine.
23. He brought me flowers.
24. He thanked me heartily.
25. He found a coin in the street.

Direct Questions.—*Exercise.* II. Ask the questions of which the following might be the answers:

1. I am going home.
2. My father is eighty years of age.
3. He knows nothing.
4. Take the first turning to the right and the second to the left.
5. The school is in the Abdin Quarter.
6. The examination will be held in April.
7. I do not know how far it is from the earth to the moon.
8. I have no money on me at present.
9. I live at Demerdash.
10. I cannot tell you, for I have not heard from him for several months.
11. The garden is about 50 metres across.
12. It is nearly five o'clock.
13. The room measures 10 metres by 7.
14. I usually go there by tram, but if I am late I sometimes take a cab.
15. Thank you, but I prefer to write with a steel pen.
16. All languages seem to me equally difficult.
17. No, I had a very uncomfortable journey.
18. I have learnt very little this year.
19. My library is extensive.
20. I have not time to read all my books.
21. I have read most of them.
22. They are written in five languages.
23. I am not very fond of riding.
24. I do not know what to do.
25. I cannot advise you in the matter.
26. I lost several pounds' worth of clothes in the fire.
27. No, I never go to concerts if I can help it.
28. The Russian army was the largest in Europe.
29. The Bastille was taken on July 14, 1789.
30. The king was executed in 1793.
31. I sent my son to school, because he seemed backward for his age.
32. Yes, you may come and see me to-morrow.
33. No, you must not write your exercise in pencil.
34. No, you may not go home until you have finished your work.
35. I paid five shillings for the book.
36. I sold my house for £1000.
37. I shall not go abroad this summer.
38. If I were to lose my purse I should go to the consulate.
39. No, I do not think he has any chance of success.
40. No, there will be no questions on conic sections in your

examination. 41. His first name is Shukry. 42. I paid five shillings for it. 43. I took a year to read the book. 44. It is much cheaper to go by train than to travel on foot. 45. The holidays begin on August 1. 46. They last six weeks. 47. I prefer the summer holidays. 48. The leaves begin to come out in April. 49. August is the hottest month. 50. I am quite well, thank you.

V.

Negations.—The rule of the use of *to do*, explained in the chapter on questions, applies to negations, unless some negative word, such as *no*, *none*, *nobody*, *never*, *nowhere*, *nothing* is used. The subject must come before the verb, as in statements.

Ex. I am not ready. I shall not come. I *did* not write it. *Nobody* believed him. I *never* saw him.

In prohibitions use *do* with the infinitive unless some negative word is used.

Ex. *Do* not tell lies; or *Tell* no lies.

The negative form of

<i>some</i>	<i>is none</i>	<i>or not ... any</i>
<i>something</i>	<i>„ nothing</i>	<i>„ not ... anything</i>
<i>somebody</i>	<i>„ nobody</i>	<i>„ not ... anybody</i>
<i>somewhere</i>	<i>„ nowhere</i>	<i>„ not ... anywhere</i>
<i>someone</i>	<i>„ no one</i>	<i>„ not ... anyone</i>

→ The negative form of

<i>always</i>	<i>is never</i>	<i>or not ... always</i> ¹
<i>sometimes</i>	<i>„ never</i>	

Ex. He knows *nothing*; or He does *not* know *anything*.

¹ In this case the meaning is slightly different—*never*=not at any time; *not always* implies *sometimes*. Observe the same distinction between *nowhere* and *not everywhere*, *nobody* and *not everybody*, etc.

After *neither*, *nor*, place the auxiliary *before* the subject.

Ex. I have never flattered him, *nor will I* do so now.
I did not believe him, *neither did he* believe me.

Questions to which the answer "yes" is expected are expressed by making the question negative.

Ex. Do you not think he is clever?

Either followed by *or*; *both* followed by *and*; become, in the negative, *neither* followed by *nor*.

Ex. You will *either* do as you are told *or* pay the penalty.
Neg. I shall *neither* do as I am told *nor* pay the penalty.
I *both* saw *and* heard it.
Neg. I *neither* saw *nor* heard it.

If a negative word other than *neither* is used in a sentence the connective is *or* (instead of *nor*).

Ex. I did not see him, *or* speak to him.
(But : I *neither* spoke to him *nor* saw him.)
I had no hat *or* coat.
(But : I had *neither* hat *nor* coat.)

Also, too, are expressed in the negative by *either*, if a negative word is used before.

Ex. I shall go also.
Neg. I shall *not* go *either*.

Note the following idiom :

(I think so, and so do you.)
Neg. I do not think so, and *neither* do you.
(If you will help him, so will I.)
Neg. If you will not help him, *neither* will I.

Exercise on Negations.

Make the following negative :

1. Napoleon took Pekin.
2. Louis XIV. both invaded Sweden and attacked Russia.
3. The cat always catches mice.
4. My father built a house.
5. He left his parents.
6. We should do our work carelessly.
7. He sought his son eagerly.
8. He bought both a house and a garden.
9. He knows what is best for him.
10. I knew where to go.
11. My uncle lives in Rome.
12. He thought carefully over the matter.
13. His parents brought him up carefully and well.
14. Buy me a large dictionary.
15. The boy always lay in bed.
16. He will recover from his illness.
17. He both knew the book well and could quote from it.
18. I told somebody what you said.
19. I am interested in some books.
20. Every hill is as high as a mountain.
21. I both desire fame and strive after riches.
22. A lazy man goes everywhere.
23. You must either go to law or lose your property.
24. They broke the windows of the school.
25. Send for the carpenter.
26. They had patience with him.
27. I shall some day forget what I have learned.
28. He used to take a holiday abroad sometimes.
29. Do you think your father is ill?
30. It is certain that he will go somewhere.
31. Tell me everything.
32. I have been to the theatre sometimes.
33. I bought pens, ink and paper.
34. I will buy some books also.
35. If you will go there with him, so will I.
36. He is rich and clever.
37. You have worked long and patiently, so you will earn your reward.
38. I am sure that the rain will benefit the crops, and so are those who have had experience of agriculture.
39. Those who pay attention learn something.
40. I plucked some flowers this morning.
41. His son is lazy and stupid.

VI.

RELATIVE CLAUSES.

The Relative Pronouns are :

<i>Subject</i> ,	Who	} (for persons)	Which	That
<i>Object</i> ,	Whom		(for things)	(for persons
<i>Possessive</i> ,	Whose			or things)

The same forms are used for singular and plural.

RULES.—I. Never use the personal pronoun as well as the *relative* in the relative clause, referring to the same antecedent.

Ex. This is the pen with *which* I wrote yesterday.

II. The relative pronoun can be omitted if it is the *object* of the verb.

Ex. Here is the man (whom) I saw yesterday.

This is the house I saw yesterday.

III. If the relative pronoun is omitted when it is the object of a preposition, the preposition must come after the verb.

Ex. 1. (This is the garden in *which* I walked yesterday); or
This is the garden I walked *in* yesterday.
2. Give me a pen I can write *with*.
3. Where is the house you speak *of*?

IV. The preposition governing the relative pronoun may come after the verb, and the relative need not be omitted.

Ex. 1. (This is the garden in *which* I walked yesterday); or
This is the garden that (or which) I walked *in* yesterday.
2. I do not know the house that you speak *of*.

V. *That* can never be used immediately after a preposition, when it is a relative pronoun. In this respect it differs from *which*.

VI. *Whose* may also refer to things.

Ex. A mosque *whose* tower is very high ; or

A mosque the tower *of which* is very high.

VII. *Where* may take the place of "in which," "to which" ; *when* may take the place of "at which time."

Ex. A garden *where* I walk. The day *when* we meet.

VIII. The demonstrative adjective or pronoun *such* and *same* must have *as* as the relative pronoun following it.

Ex. I admire *such* books *as* give most instruction.

Warning.—After the pronoun *all* use the relative *that*, or else omit it, as

Thank you for all (that) you have done for me.

The robber took all (that) the traveller had.

I will give you all I have.

Which can *only* refer to *things* or *animals*.

That may refer to *persons* also.

What is sometimes a relative pronoun equivalent to *that which*.

Ex. I gave him *what* I had.

In the following exercise use a *preposition* in the relative clause.

Write complete sentences containing a relative clause and a principal verb, suitable to the following nouns :

- I. 1. House. 2. Garden. 3. Cup. 4. Ice. 5. Road.
6. Table. 7. Window. 8. Ink. 9. Chair. 10. Floor. 11. Speed.
12. Courage. 13. Knowledge. 14. Politeness. 15.

Excellence. 16. Generosity. 17. Power. 18. Tower. 19. Palace. 20. River. 21. Sea. 22. Desert. 23. Forest. 24. Fire. 25. Coal. 26. Iron. 27. Gold. 28. Money. 29. Price. 30. The Pyramids. 31. Letter. 32. Oranges. 33. Stones. 34. London. 35. Cairo. 36. General Gordon. 37. Queen Victoria. 38. Knife. 39. Ship. 40. Weather. 41. All.

In the following use the form, *whose, of which*:

43. Saladin. 44. The citadel. 45. A mosque. 46. Egypt. 47. The sun. 48. The stars. 49. The princess. 50. The Nile. 51. The pupils. 52. The school. 53. The King.

Fill in the spaces with a relative clause referring to the noun *in italics*:

II. A *cobbler* — lived in an *attic* — at the top of a high building, and made just enough money every day to keep him alive. But he was perfectly happy and was always singing with joy, and when the *day* — came to an end, he slept soundly. A rich *banker* —, lived in a large house opposite, and was so far from being happy that when the *day* — ended, he could not sleep for thinking of all the *money* —, and was disturbed early in the morning by the cobbler —. One day he sent over to the cobbler a *present* of a hundred pounds —. At first the cobbler was overjoyed, but he soon began to lose his cheerfulness. He began to be afraid lest someone should steal his *gold* —, and began to lose his sleep through the fear that someone might come into his *room* —. His *songs* — ceased, and at last he felt he could bear it no longer, so seizing the *bag of gold* —, he went to the *banker* — and throwing down the money exclaimed: "Take back the *hundred pounds* — and leave me my *happiness* —, for my happiness is all —."

Exercise on Relative Clauses.

Complete the following sentences by adding a relative clause of which the word in italics is the antecedent:

III. 1. This is the *man* (whose) —.

2. *Alexander* was a *man* —.

3. Where are the *flowers* (of) —?

4. A brave *man* is *one* (who) —.

5. Give me a *book* (which) —.

6. "Don Quixote" is a *book* —.

7. I bought a *house* (for) —.

8. Iceland is a *country* —.

9. Switzerland is a *country* (in) —.

10. He gave me a *pen* (with) —.

11. The *battle* — was fought in 1815.

12. The *sword* (with) — was very sharp.

13. A *church* — was recently destroyed by lightning.

14. Let us praise the *Creator* (by) —.

15. When does the *train* — leave?

16. The *sum* of money — is too great.

17. The *storm* (by) — was very severe.

18. The *road* — is very long.

19. The *bridge* — broke down yesterday.

20. At the *time* —, I was very busy.

21. The *water* (with) — was very dirty.

22. I prefer *trees* which keep their leaves all winter to those —.

23. Shakespeare wrote many *plays* —.

24. The *theatre* — is very large.

25. The *books* — are very interesting.

26. Serious novels are very instructive to such *people* —.

27. I have no such *information* —.

28. She laid before him a *dish* such ——.
 29. Such a *deed* —— would be contemptible.
 30. Such *ideas* —— are dangerous.
 31. He told me *all* —— about it.

VII.

TENSES.

The following are the tenses and parts of the verb (*to write*):

<i>Infinitive</i>	-	-	-	to write.
<i>Present Participle</i>	-	-	-	writing.
<i>Past Participle</i>	-	-	-	written.
<i>Verbal Noun</i>	-	-	-	writing.

INDICATIVE MOOD.

<i>Present</i>	-	-	-	I write.
<i>Present Continuous</i>	-	-	-	I am writing.
<i>Past</i>	-	-	-	I wrote.
<i>Past Continuous</i>	-	-	-	I was writing.
<i>Present Perfect</i>	-	-	-	I have written.
<i>Present Perfect Continuous</i>	-	-	-	I have been writing.
<i>Past Perfect</i>	-	-	-	I had written.
<i>Past Perfect Continuous</i>	-	-	-	I had been writing.
<i>Future</i>	-	-	-	I shall write (he will write).
<i>Future Continuous</i>	-	-	-	I shall be writing.
<i>Future Perfect</i>	-	-	-	I shall have written (he will have written).
<i>Conditional</i>	-	-	-	I should write (he would write).
<i>Perfect Conditional</i>	-	-	-	I should have written (he would have written).

SUBJUNCTIVE MOOD—Same form for all persons.

Present - - - - I write.

Present Continuous - - I *be* writing.

Past - - - - I wrote.

Past Continuous - - I *were* writing.

Other compound tenses may be formed in the subjunctive by using *to have* or *to be* in the subjunctive mood with the participles.

IMPERATIVE.

Write.

N.B.—A habit in the past is often expressed by “used to,”¹ as :

1. The Spartans *used to treat* their children with great severity.
2. I *used to study* six hours every day.
3. He *used to spend* one day of every week in recreation.

“Had to” never has this meaning. “Had to” means “Was obliged to,” e.g. “He had to write his work again” means “He was obliged to write his work again.”

THE USE OF TENSES AND OTHER VERBAL FORMS.

The Infinitive (as : *to write*).—The Infinitive may be used as a noun, and may be the subject or object of a verb, besides having its own object and enlargements.

- Ex. 1. *To live* long is the desire of all men (subject).
2. A happy man does not wish *to die* (object).
3. *To give* is nobler than *to receive*.

¹ Note on pronunciation : In this sense *used* is pronounced with voiceless consonants rhyming with *reduced*, *induced*; but otherwise with voiced consonants as in *abused*, *confused*.

Sometimes when an infinitive is the subject of a sentence, it does not come at the beginning ; in that case the sentence begins with some part of the verb *to be* preceded by the impersonal pronoun *it*, which is called the *temporary subject*.

Ex. 1. *It is nobler to give than to receive.*
 2. *It will be delightful to go home.*
 3. *It was far from my intention to harm him.*

The word *to* is omitted before the infinitive after : *can, could, may, might, shall, should, will, would, let, must, bid, do* ; and generally after *make, dare, need*. Also after verbs referring to the senses, as *see, hear, feel*, and in the following idioms with *have* : *I had rather (go), I had better (go)*.

Ex. 1. He could come. (But : He would *be able to come*.)
 2. Steam *makes* the engine *move*.
 3. Pharaoh refused to *let* the people *go*.
 4. I *saw* you *do* it. I *heard* you come.
 5. You *had better do* as you are told.
 6. I *had rather do* as I like.
 7. He *need not work* if he is rich ; *or*,
 He *does not need to work* if he is rich.
 8. He *dared not go* home.

The infinitive may also depend on a noun :

Ex. 1. He has a great *desire to go*.
 2. His *refusal to work* was inexcusable.

The Present Participle.—The Present Participle is an adjective and must qualify a noun, as : A loving mother, a tiring journey, an interesting book, the king is coming.

It may also take an object, as :

Desiring rest, I lay down in the shade.

Hoping to see you, I came early.

The present participle may be used to form a phrase grammatically independent of the rest of the sentence, thus : *The sun getting hot*, we lay down in the shade. In this case the participle may have its own subject, object and adverbial enlargements, and the phrase is said to be "absolute"; Ex. *The cold winds having begun to blow from the mountains*, we thought it better to wait till the spring, before starting on our journey.

The Verbal Noun.—The Verbal Noun in *-ing* may be the subject or object of a verb, be governed by a preposition, or qualified by an adjective. It may also, in its capacity as a verb representing an action, take an object.

1. Early *rising* is good for the health (subject).
2. The secret of success is *knowing* what is likely to happen (complement).
3. I had no means of *knowing* what he did (governed by a preposition).
4. I hate *waiting* at a railway station for a train to arrive.

NOTE.—(i) The infinitive may often be used equally well, as :

1. It is good for the health *to rise* early ; or,
To rise early is good for the health.
2. *To know* what is likely to happen is the way to succeed.

But if there is a preposition, only the verbal noun can be used :

He obtained health by *rising* early.

NOTE.—(ii) When using the *verbal noun*, be careful that its *subject* is clearly expressed or understood. The following sentence shows a common error :

Trade increases by *learning* languages.

Here the subject of the sentence is *trade*, and this cannot be the subject of *learning*.

Say : *We* increase trade by *learning* languages.

(*We* being the subject of *increase* and of *learning*.)

Or : Trade is increased by *our* learning languages.

(Here the change of subject is shown by *our*.)

If the main verb is *passive*, however, the subject of the *verbal noun* may be implied :

Ex. Iron is found by digging in the earth.

Here the grammatical subject is *iron*, but the people who *find* the iron are the same as those who *dig*. Hence there is no real change of subject.

RULE.—In general let the subject of the verbal noun be the same as the subject of the main verb, unless a change of subject is shown by a possessive before the verbal noun.

Ex. *He* undermined his health by *studying* too much.

I was much annoyed by *your coming* here.

The verbal noun may be qualified by an adjective or be dependent on a possessive.

Ex. 1. *Your coming* here to-day gives me much pleasure.

2. I disapprove of *his having* copied my handwriting.

3. He likes *my visiting* him—*my visiting* him pleases him.

4. The king's *landing* at this port gave great pleasure to the inhabitants.

5. Good *cooking* makes food palatable.

Exercise. Compose sentences with the verbal noun
 (1) as subject, (2) as object, (3) as complement, (4) governed by a preposition, (5) qualified by an adjective or dependent on a possessive.

In half your sentences, let the verbal noun govern an object.

The Gerundial Infinitive follows a noun and qualifies it.

Ex. The teacher gave the pupil a book *to read*.

Have you any fruit *to sell*?

There is no water *to drink*.

I have nothing *to say*.

He has a house *to let*.

They have no clothes *to wear*.

If the verb requires a preposition, it must be expressed at the end of the phrase, thus :

I have no pen *to write with*.

He is so poor that he has no home *to go to*.

I would give you a present, if I had any money *to buy it with*.

I cannot go to France if there is no ship *to go in*.

We have no garden *to play in*. I showed him a desk *to write on*.

I cannot cool this water, unless you give me ice *to cool it with*.

Which is the best paper *to write on*?

N.B.—The infinitive in this case follows the noun immediately, and is not followed by any *pronoun*. Avoid such mistakes as :

He has no pen to write with *it*.

This infinitive may also depend on adjectives, as :

Good to eat, easy to read.

Exercise. Compose sentences containing a gerundial infinitive qualifying the following nouns:

1. House. 2. Food. 3. Grass. 4. Trees. 5. Newspapers.
6. Ink. 7. River. 8. Ships. 9. Market. 10. Basket.

Compose sentences containing a noun qualified by the following gerundial infinitive:

1. To sow. 2. To give me. 3. To explain. 4. To sell.
5. To show him. 6. To carry (in). 7. To lie (on). 8. To talk (about).
9. To laugh (at). 10. To skate (on).

VIII.

The Present (simple) (as : *I write*).—The chief use of this form is to describe a habit or custom,¹ as :

1. I *go* to school every day.
2. I *write* with a steel pen.
3. People who *do not tell* the truth, *are not believed*.
4. A festival *is held* every year at this season.
5. The sun *rises* in the East and *sets* in the West.
6. He *makes* mistakes in every exercise, and the teacher *corrects* them.
7. The South Sea Islanders *carve* wooden images.
8. I *like* mathematics.
9. Hot air *rises* and cold air *descends*.
10. I *speak* French easily.

It is also used to express simple facts, as :

1. I *see* you.
2. I *believe* you.
3. I *do not know* what his name *is*.
4. The earth *is* round.
5. I *wish* to speak to you.
6. I *do not hear* what you say.

¹ See warning on page 149, paragraph 4 (b).

Sometimes the *Present* is used by skilful writers to describe past events, in order to make the description seem more *vivid* or *real*. This is called the *historic present*.

It should not be imitated by students.

Also in *summaries*, when we are describing a play or a story in shortened form.

Exercise. I. Write ten sentences on the model of the above examples, describing facts which take place habitually.

Write five sentences expressing simple facts.

II. Describe your school life, saying what you do habitually.

IX.

The Present Continuous Tense (as: *I am writing*).—This is used to describe actions taking place at the present moment, which we regard as temporary (that is, only continued for a time).

Ex. 1. He *is sitting* in his room, *writing*.

2. A large mosque *is now being built*.

3. Many wars *are going on* in the world, and battles *are being fought*.

4. The sun *is rising*.

Compare the following:

1. The sun *rises* in the East (habitually).

The sun *is rising* in the East (at this moment, and soon its rising will be over).

2. He *plays* football well (habitually).

He *is playing* well now (at this moment he is playing well, perhaps he will play badly soon).

Exercise. Write an account of what is taking place around you at this moment, describing what you are doing.

X.

The Past Tense (simple).—This tense is used to describe events in the past which are considered as complete in themselves. It will therefore be used whenever any given time in the past is stated.

- Ex. 1. They *wrote* their composition yesterday.
- 2. The Romans *destroyed* Jerusalem with fire, and *killed* many of the inhabitants.
- 3. I *told* him to go home.
- 4. The King *paid* a visit to the town, where he *was* received with great enthusiasm, and then *drove* back to his palace.

It is also used to denote a habit or custom in the past, as :

The ancient philosophers *taught* that happiness was the highest good.

The Phoenicians *sailed* all over the Mediterranean (see page 24).

Also in subordinate sentences dependent on a Past Tense in the principal sentence (see “ sequence of tenses ”).

Exercise. Write a story, such as the “ Fable of the Fox and the Crow,” using only the past tense.

XI.

The Past Continuous.—This tense describes events in the past which we wish to consider as temporary, that is, as continuing only for a certain time, as :

- 1. He *was walking* very quickly when I met him.

2. I *was sitting* by the roadside, wondering what to do, when a stranger came up and addressed me. (Compare the use of the continuous tense, *was sitting*, and the simple tenses, *came* and *addressed*.)
3. What *were you doing* yesterday? I *was working* in my garden in the morning, and *paying* visits to my friends in the afternoon.

Exercise. Fill in the following spaces with the correct tense of the verb indicated.

Exercise on the Past and Past Continuous Tense.

I. A WHALE HUNT.

We had been on the sea for some weeks and (be) now in the middle of the South Pacific Ocean. The sea (be) calm, and the sun (shine) brilliantly on the placid waveless waters. In the distance a school of porpoises (play) and (splash) about in the sea, and beneath the glassy water smaller fish (swim) about, occasionally coming to the surface to pick up any food that had fallen from the ship. Suddenly a large whale (begin) to spout in the distance, and immediately all the boats (be) launched and the party (start) in pursuit. As we (come) nearer we (perceive) that we had found a school of huge whales. As soon as the monster (reappear)—for whales cannot remain below for very long at a time—the men in the boat nearest to him (hurl) their harpoons which (bury) themselves right in his flesh, and the whale immediately (dive) down, dragging the boat along at a great speed—the harpoons having ropes attached to them, which (be) paid out by the men in the boat as the whale (swim) away. Meanwhile the other boats (come) nearer and nearer to the scene of the encounter, and we all (wait) anxiously for his reappearance, fearing lest the ropes should not be long enough. The boat (be) dragged along at a great pace, and the water (fill) it—though the whale

(show) no signs of exhaustion—when suddenly he (reappear), and immediately a number of fresh harpoons (be) hurled at him. This (excite) the monster so much, that full of fury, he (attack) the boat, and with one blow of his mighty tail (break) it to pieces, hurling the men in it high into the air. A strange scene then (present) itself. Men (struggle) in the water in all directions—some (swim) towards the other boats, others (cling) to fragments of the wreck ; some of the boats (try) to give assistance to the drowning men, while others (dart) in pursuit of the whale which (make off) as fast as he (can). When we again (get) near him we (hurl) more harpoons, and this time with such success that he (turn) over in the water dead. Our duty (be) then to tow the huge mass of flesh back to the ship which (be) several miles off, and the rest of the day (be) occupied in cutting up the carcase, and in throwing away such parts as (be) useless.

Present (simple and continuous), and Past (simple and continuous).

II. Before paper (be) invented people (write) their thoughts upon various other materials. The ancient Babylonians (use) clay, on which they (make) wedge-shaped or cuneiform marks, and which (be) afterwards baked hard. A letter (be) therefore conveyed in the form of a brick. History (be) engraved on stone monuments, and our knowledge of what these ancient people (do) (be) chiefly taken from the stone tablets and buildings which they (erect). Later on the Romans and Greeks (scratch) the words upon soft wax with a metal pen or stylus (a word from which the English "style" (be) derived). The Egyptians (be) the first people to make paper from the papyrus plant, and this invention (be) certainly one of the most valuable to the human race, for it has made writing easier and more easily conveyed from place to place. Parchment

(be) also used in ancient times, and it (be) prized so highly that people often (erase) the writing on a piece of parchment in order to use it again, rather than use a new piece. Books (be) originally made in the form of a roll like the wall-maps we (use) in school now; the writing (be) of course begun at the top, and that (be) why we (use) the expression "above" when referring to anything previously mentioned in a book or letter. With the use of paper, books (come) to be divided into pages and bound in the form in which we now (see) them. Books (be) for a long time so valuable that the bibles (be) fastened up in the churches by chains so that they (can) not be stolen. Paper (be) mostly manufactured from rags, linen making the finest kind; it (be) now also made from wood. The best kind of all (be) that now made at Oxford—it (be) so thin that hundreds of pages (can) be compressed into the space occupied by 20 or 30 pages of the thicker kind, and at the same time it (be) so opaque that the print (can) not be seen through the leaf. Many things (be) now made of paper pulp called *papier mâché*, and this material (can) be made so hard that it (be) possible to make even household utensils out of it. The amount of waste-paper we now (destroy) (show) how far we have advanced since the time when every piece of paper (be) treasured up as a great rarity.

XII.

The Present Perfect Tense (as: *I have written*).— Sometimes in speaking of an event in the past, we are thinking more of its effect in the *present* than of the action itself. For instance, when we say "I have come," the chief thought is, "I am here," and not so much the past act of coming, as when we say "I came." So also, "I have written a letter," refers more

to the fact that the letter *is* written, than to the past action of writing it. It is therefore used to describe quite recent actions, as :

The bell *has rung*.

An important use of this tense is in referring to actions begun in the past and continuing until the present time, but still incomplete :

Ex. 1. I *have been* in Cairo for five years (meaning : I am still here).

2. I *have learnt* Arabic for a year (= I am still learning Arabic).

NOTE.—Do not use the Present Perfect if any *past time* is indicated.

Ex. I *saw* him *yesterday*; I *gave* him the letter *as soon as he came*.

Distinguish : "I *learnt* Arabic for a year"; and, "I *have learnt* Arabic for a year." See pages 120 and 121.

NOTE ON THE USE OF THE COMPOUND TENSES.

If the verb is modified by an adverb, or short adverbial phrase, the adverb or adverbial phrase is often placed *between* the auxiliary and the past participle, thus :

1. I *have now learned* Algebra.
2. He *had often come* to see me.
3. I *have gladly devoted* myself to this subject.
4. The country *has constantly been* in difficulties.
5. I *shall never remember* that.

Examples of the Present Perfect Tense :

Ex. 1. Cairo *has grown* into a large and beautiful city.
(That is : Cairo *is* now a large and beautiful city.)

2. The European powers *have waged* many costly wars.
3. The new houses *have been supplied* with water (= they have water now).
4. I *have promised* to obey him (= I am still bound by my promise).
5. They *have built* a new mosque (recently).

Exercise. Fill in the spaces with the Present, Present Continuous, Past, Past Continuous, or Present Perfect according to the sense :

I. There is an old man living in the village now who (have) a remarkable life. In his youth he (be) very wild and (run) away to sea, leaving his parents in great distress. He (go) to America where he (live) for some time in great poverty. After some years he (have) a stroke of luck which (bring) him money, and by dint of hard work and forethought he (succeed) in making a large fortune. He then (return) to England, where he (live) ever since, and where he (be) very happy with his wife and family. He now (live) in the same house where he (pass) his boyhood, and he (repair) it and (make) it extremely comfortable. He (add) a new wing on the east side and (lay) out a nice garden. I often go and see him, and he (tell) me many stories of his adventures which I shall not readily forget. He never (forget) what he (suffer) when he realised how much sorrow his conduct must have caused his parents. His children are now grown up; two of his daughters (be) married, his eldest son (go) to Australia, and two others (make) their home with him.

Supply the correct tenses in the following :

II. The art of printing (be) known in Europe for several centuries. It (confer) untold benefits on the human race, it (enlarge) the boundaries of knowledge and (do) away

with much ignorance and superstition, and (lead) to the discovery of many of the most important laws of nature. Almost every adult now (learn) to read and write, and education (become) so general that even children now know facts which (be) hidden from the wisest of our ancestors. Printing (be) originally invented by the Chinese, but they (make) no progress in the art, so that China (derive) less benefit from her discovery than Europe, where it (be) made much later. Before the invention of this art writing (be) very laborious, and books (be) consequently so rare that to possess a hundred books (be) to possess a very large library, and (be) the privilege of the very rich. Since the discovery of steam, the art of printing not (stand) still, but (make) enormous strides, so that what once (take) weeks to print can now be produced in a few hours. Recently the linotype machine (be) invented by which type can be set up almost as quickly as the words can be written down.

III. A hundred years ago the history of the Ancient Egyptians (be) practically unknown, but in recent times many of the inscriptions on the tombs (be) deciphered, dead languages (be) interpreted, and the deeds of many forgotten nations (be) revealed to us. The ancient kings who (lie) buried for so many centuries (be) disinterred, and (rise), as it were, to life again to tell us their thoughts and ambitions, and even the great Pyramids (be) unable to conceal their contents from us. We (learn) what happened almost at the dawn of civilisation and we can picture the manners and customs of ancient peoples who long since (pass) away. How grateful we should be to those great scholars who (devote) their liyes to the investigation of such wonderful things, and who (add) so greatly to our store of knowledge and to our understanding of those civilisations out of which our own (arise).

IV. FLYING-FISH.

Much discussion (be) taking place of late about the habits of these remarkable creatures. It (be) formerly believed that these fish (possess) merely the means of jumping out of the water and of supporting themselves in the air by means of their fins, and some observers (declare) that they never (see) them fly in the true sense of the word, that is to say—rise, sink, turn or hover as birds (can). Others (assert) on the other hand that they actually (see) flying fish act in this way, that they (watch) them flying about in any direction at will, and returning to the water only when their enemies of the air (drive) them to seek refuge in the element from whose dangers they (escape).

V. The cinematograph (be) one of the most popular inventions which (appear) in the last decade of the nineteenth century. By means of it every imaginable scene (can) be set before us, and not only representations of real events, such as earthquakes, conflagrations and wars (can) be thrown on the screen, but also imaginary ones. For instance, I (see) moving pictures of people being run over by railway-trains, and (be) thrilled by the sight of people diving into the water, and (laugh) at men taking off an apparently endless number of waistcoats. In fact acting scenes for the cinematograph (become) quite a profession in itself. Recently, the phonograph (be) added to the cinematograph, so that the actors in the scenes (be) made to speak and act simultaneously, which (give) such an air of reality to the performance that one (be) apt to forget that the actors (be) not real personages but shadows. Before the invention of the cinematograph, people (be) delighted by the magic lantern, by which coloured pictures (be) thrown on to a screen. This (be) said to (be) invented in the middle ages by the monk, Roger Bacon, who (be) famous for other useful discoveries also.

VI. The study of astrology (be) much followed in the middle ages. People (consult) the position of the stars before they (undertake) any important work, to see whether the planets (be) favourable to their enterprise or not, and (desist) from it if they (be) unfavourable. The name "Cairo" (be) due to an incident connected with these ideas; Moizz (instruct) his astrologers to find a propitious moment for the foundation of the new city, but owing to an accident the foundations (be) laid too soon. They (consult) the stars and (find) that Mars (be) in the ascendant, and the new city accordingly (receive) its name from the planet (Al Kahir). Many of the words and expressions used in astrology (survive) in modern English, and (be) in common use, such as: ill-starred, disastrous, to be in the ascendant, to have an ascendancy over (that is: to have great influence over), to be born under a lucky star, the stars fight for or against us. Some of them (lose) the force they originally (possess), owing to the decay of the belief in astrology. Its place (be) taken by the science of astronomy, which (teach) us many valuable truths about the heavenly bodies, and which (enable) us to predict eclipses and fix the calendar with an accuracy our ancestors not (know). This (dispel) superstition, so that heavenly phenomena such as comets and eclipses no longer (terrify) us, since we (learn) that such things (be) not miraculous signs, but (recur) at regular intervals, although our lives (be) so short that each of us (can) see but few in a lifetime.

VII. Alchemy (be) another favourite pursuit of medieval scholars, which (be) now replaced by the science of chemistry. Many serious men (waste) their lives in trying to find the philosopher's stone by which all metals (can) be changed to gold, the elixir of life which (be) supposed to (confer) immortality, and other things whose

impossibility (be) long since demonstrated. It (be) formerly believed that the universe (consist) of four elements—earth, air, fire, and water. Science (prove) to us that these (be) not *elements*, but (be) made up of many different parts which (can) be separated from one another. Sound and light (be) proved to be merely waves, and to require time for their transmission to our eyes and ears, and so great (be) the revolution in our theories of the world around us in the last two centuries, that a child (can) easily grasp what (be) once a complete riddle to the greatest philosophers. It (be) said that although man (be) of insignificant size compared with the universe in which he (live), yet he (be) greater than the universe because he (think), and (grasp) its secrets.

XIII.

The Past Perfect Tense (as: *I had written*).—This tense is used when we wish to refer to some event in the past which happened *before* the time of which we are chiefly thinking. Thus: Suppose we wish to speak about Christopher Columbus' voyage to America, but wish also to refer to certain events which happened *before* that time, in order to explain his voyage.

Ex. Christopher Columbus set sail from Spain full of hope and confidence. He *had obtained* the encouragement and assistance of the King and Queen of Spain, who *had provided* him with the ships and men. He *had* carefully *studied* the geography of the world, as it was then known, and *had convinced* himself of the existence of land beyond the ocean. He accordingly set out with a light heart to reach his goal.

All the verbs in italics in the above refer to events

which happened *before* the voyage of which we are going to speak chiefly.

NOTE.—Avoid using the *Past Perfect Tense* when other tenses in the same sentence or passage are *Present*.

Examples of wrong use:

1. James Watt *had* discovered the use of steam, which *is* so useful to us now.
2. Aeroplanes *had* been invented a short time ago, and they *are* now much used for military purposes.

The correct form is :

1. James Watt *discovered* the use of steam, etc.
2. Aeroplanes *were* invented a short time ago, etc.

Exercise. Fill in the following spaces with the appropriate tense (Past or Past Perfect) :

I. THE RETREAT FROM MOSCOW.

In 1812 Napoleon (determine) to advance on Moscow. For many years before that he (be) at war with different nations. He (win) and (lose) many important battles. His fleet (be) destroyed at Trafalgar, but he (win) brilliant victories at Austerlitz, Jena and other places, and he (dethrone) kings and (place) his marshals and his relatives in their places. Germany, Italy, Austria, Spain, all (fall) under his power, but Russia he not (attack) as yet. He therefore (advance) confidently through Russia, where he (find) but little opposition, and (make) his way towards Moscow. When at last he (reach) the town he (see) it in flames. In a short time all (be) destroyed, and his army (find) no means of subsistence. The winter (come) on and he (have) no course but to retreat. His army (suffer) terribly on the way. His men and horses (die) in thousands

in the snow, and (lie) where they (fall). Of all that splendid army which he (lead) to Moscow, only a few (live) to reach Paris.

II. Supply the correct tense, distinguishing those events which happened before the accession of Charles II. and those which took place after that:

SPAIN UNDER CHARLES II.

The condition of Spain at the accession of Charles II. (be) deplorable. The policy of his predecessors, particularly that of Philip II. (ruin) the country. The population which (reach) twenty millions a generation before, now (number) only six millions ; the finances (be) in disorder, trade (be) at a standstill, and all the industries which (be) so prosperous during previous reigns (leave) the country ; agriculture (languish) and the cultivators of the soil (be) almost destitute. All this (be) due to the disastrous policy of that ambitious king, Philip II. He had aimed at the suppression of Protestantism wherever he (find) it ; he (wage) war not only on Holland and England but also on his own subjects ; he (despatch) a splendidly equipped fleet against England which (be) utterly destroyed, leaving Spain without a navy, while his endeavours to obtain money to carry out his schemes by the heavy taxation of his possessions in the New World and in Italy (result) in failure. Spain not (recover) from this drain on her resources by the time Charles II. ascended the throne, nor matters (improve) much during his reign. France on the other hand (find) herself in a very favourable position, and (take) advantage of the weakness of her neighbour to attack the Spanish Netherlands and to seize large tracts of country on the Eastern and Southern frontiers of France which (be) held by former kings of Spain. On the death of Charles II., Louis XIV. of France (engage) in a war

with Europe to obtain the throne of Spain for his grandson, the nephew of Charles ; and this (be) at last secured him by the treaty of Utrecht.

XIV.

The Future Tense (as : *I shall write*).—The following is the conjugation of the Future Tense :

I shall (write).	Thou wilt „	He will „	We shall (write)	You will „	They will „
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The form *shall*, therefore, is only used in the first person, if we wish to convey nothing more than a statement that the action of the verb is *future*.

If *will* is used instead of *shall*, or *shall* instead of *will*, the meaning is something more than merely *future*, and is sometimes emphatic.

I *will* write means I intend to write, I promise to write, I consent to write.

Thou *shall* write „ Thou must write, thou art destined to write.

He *shall* write „ He must write, he is destined to write.

We *will* write „ We intend, we promise to write, we consent to write.

You *shall* write „ You must write, you are destined to write.

They *shall* write „ They must write, they are destined to write.

Shall in the second and third persons may also convey the idea of a promise, as :

You *shall* have a reward for your trouble.

If the form "*will* write" bears a stress or emphasis on *will* in the first person (I *will* write, we *will* write) the meaning is: I am, or we are *determined* to write.

Ex. I *will* gain my object. We *will* have our way.

So also if the form "*will* write" bears a stress on *will* in the second and third persons the word *will* has the meaning of "insisting on doing a thing contrary to the wishes or expectations of someone."

Ex. He *will* open the window, although I have a cold.

Exercise. I. Explain the meaning of verbs in the following, stating whether the force of the verb is futurity, command, wish, etc.:

1. Thou shalt not steal. 2. You shall know the truth of the matter as soon as I can conveniently tell you. 3. I shall go and see Venice as soon as I reach Italy. 4. I will answer your letter when I have time. 5. New Zealand will soon become an important country. 6. If the sunset is red, it is a sign that we shall have a fine day to-morrow. 7. They shall have a reward if they do their work well. 8. Britons never shall be slaves. 9. He will become a great man one day. 10. Will you come and dine with us? 11. I *will* do as I like. 12. If you *will* be so foolish, you cannot expect to gain your object.

II. Write a composition describing what you and your friends intend to do next summer holidays, using the future throughout.

III. Supply the correct form of the future in the following:

The use of the aeroplane — revolutionise warfare. It — be possible for a general to follow closely every

movement of the enemy, and the old methods of reconnoitring —— become obsolete. Towns —— be destroyed by bombs dropped from above, and countries —— be invaded in a very short space of time. Consequently we —— have to reorganise our methods of defence; we —— have to construct guns which —— fire into the air, and forts which —— protect us from a bombardment from the sky. If balloons are devised sufficiently powerful to convey provisions, ammunition and war supplies, it —— be easy for an army to cross the sea, and ships of war —— have to be constructed on a new plan. But aeroplanes —— have also important scientific uses; they —— enable us to study the air currents and the clouds, so that we —— be able to forecast the weather more accurately; perhaps travel —— also be revolutionised, so that we —— be able to cross the sea with speed and comfort, and —— escape the discomforts of ocean voyages. But before all these wonderful results are obtained, many valuable lives —— be sacrificed in making the necessary experiments, and no doubt some time —— elapse before flying is entirely free from danger to life and limb.

Exercise on 'shall, will.'

Fill in the spaces:

1. If I go to Tanta I —— see my brother.
2. I —— never forget what you have told me.
3. —— you come and dine with me on Sunday?
4. It is pleasant to think, during the dark winter months, that spring —— come before long.
5. If you leave school so soon, you —— forget what you have learned.
6. I do not think that petroleum —— take the place of coal for some time to come.
7. I —— come and see you soon, but I fear I cannot come to-day.

8. I —— do as I please. I forbid you to do it; if you do, you —— remain in your room for the rest of the day.

9. He may laugh now; but he —— repent it; one of these days he —— come to me and beg for mercy; I —— be avenged on him.

10. I trust the next mail —— bring better news from home.

11. I am determined that he —— do as he is told.

12. I promise you that you —— come with me to the theatre on Friday.

13. —— I go and bring you some coffee, or —— you have some tea?

14. I —— have tea, please, and some cake, as I —— have nothing to eat till dinner.

15. —— the servant fetch your books, or —— you go yourself?

16. Thank you, I —— go myself, as I —— have plenty of time before noon.

17. What —— we do to-day? We —— go out on the river.

18. He has been fishing for some time, but he —— never catch any fish so long as the sun is so bright.

19. He is so kind that he —— do anything to help you.

20. He who wastes not, —— never want.

XV.

The Future Perfect (as: *I shall have written*).—The *Future Perfect* denotes actions which will be in the past at some stated time in the future, as:

I shall have passed my examination next June. (That is: Next June, my passing the examination *will be in the past*.)

The blossoms *will have fallen* from the fruit trees, when the chestnuts are in flower. (That is: The falling of the blossoms from the fruit trees *will be in the past*, when the chestnuts are in flower.)

Exercise on the Future Perfect.

Supply the correct forms, completing the incomplete sentences :

1. He —— not (learn) his lesson by to-morrow, if he has not yet begun to study it.
2. By this time next year, I —— .
3. The roses —— , by the time the snow has come.
4. A year hence I —— (learn) a great deal.
5. Where —— you (go) by this time next year ?
6. I —— (visit) Italy, and —— (travel) through France.
7. The Nile —— by June.
8. This work is so arduous, that I —— not (complete) it in a year's time.
9. We hope that the treaty —— (be signed) by next June.
10. Much water —— (flow) under London Bridge before we meet again.
11. Before you leave Europe you —— .
12. By the time you leave school —— .
13. You —— (have) much experience of life, when you are as old as I am.
14. I hope that when you are my age you —— .
15. The next time he attempts it he —— (profit) by his former experiences.
16. If you do not make a note of it, you —— by to-morrow.
17. If the winter is severe we —— not (accomplish) much by the time spring comes.
18. He is so ill that summer —— (come) and (go) before he can hope to leave his bed.
19. They believe that they —— before the end of the year.
20. Perhaps mankind —— by the twenty-first century.

XVI.

The Conditional Tense.—The Conditional corresponds to the future in its conjugation :

I <i>should</i> write.	We <i>should</i> write.
Thou <i>wouldst</i> write.	You <i>would</i> write.
He <i>would</i> write.	They <i>would</i> write.

Its chief use is in the *answer* to conditions (see the chapter on "Conditions").

- Ex. 1. I *should* go, if I felt inclined.
- 2. He *would* go, if he felt inclined.
- 3. If we knew what to do, we *should* do it.
- 4. If you loved me, you *would* obey my wishes, etc.

The future will take this form when the *sequence of tenses* demands the use of the past (see chapter on the "Sequence of Tenses"), as :

- I *know* that you *will* do it as soon as you *can*.
- I *knew* that you *would* do it as soon as you *could*.

But *should* and *would* sometimes have independent meanings like *shall* and *will*.

Should may mean *ought to*, *it is my* (your, his, our, their) *duty to*, as :

- 1. We *should* love our enemies.
- 2. You *should* do your duty cheerfully.
- 3. He *should* know by this time how dangerous it is to play with fire.
- 4. Those who live in glass houses *should* not throw stones.

Note that the force of *should* is not *past* in this case, but *future*. A past obligation is expressed by *should have* or *ought to have* with the past participle.

Would may mean *wish to* (would not = refused to) :

1. I *would* know what my duty is.
2. Human nature is so weak that we cannot always do what we *would*, and often do what we *would not*.
3. He *would not* pay what he owed.

Other uses are idiomatic, as :

1. I *should like* to know what you have been doing (= I wish to know).
2. I *should think* so! (= I am quite sure of it!)
3. I *should not think* he has much chance of success (that is, if I *considered the matter* I should not think he has much chance of success). This form is really the answer to a suppressed condition.

Should is also used in conditional sentences, as :

Should danger come, we shall be prepared to meet it.

Should is often used also after impersonal phrases, and verbs expressing the feelings :

Ex. It is very annoying that you *should* have forgotten this so soon.

It is important that we *should* be prepared.

I am sorry you *should* think so.

Also in clauses of purpose (final clauses) after *lest* (= *that not*) for fear that, that ... not.

Ex. They killed the prisoners *lest* they *should* escape.

I locked the door for fear that the house *should* be robbed.

And in concessive clauses, where the supposition is improbable :

I will not believe it, though an angel *should* come down from Heaven and say it.

You will never learn it, though you *should* live to be a hundred.

Would is also used in polite speech as :

Would you mind wiping your feet before entering?
(=Please wipe your feet.)

For the chief use of the conditional, see the chapter on "Conditional Sentences."

Could may also be used with the infinitive in suppositions, when it is equivalent to *would* (or *should*) *be able*.

Ex. I *could* do it if I tried.

I *could* have done it, if I had tried.

XVII.

The Perfect Conditional (as : *I should have written*).—The Conditional may be used in the perfect, as :

I *should not have known* this, if you had not told me.
(See chapter on "Conditions.")

NOTE.—As has been already pointed out, obligations which are in the past must be expressed by *should have* (or *ought to have*).

Ex. 1. You *should have taken* steps to prevent this ; now it is too late.

2. You *ought to have taken* my advice.

In this sense *would* is not used, as *should* here has a meaning independent of conditions.

Exercise on 'should, would.'

Fill in the spaces, supplying the correct tense of verbs in brackets :

1. He —— do as he is told.

2. He —— know better if he were a little older.

3. — the guests arrive before the time, show them into the drawing-room.

4. He has been misled by people who — have known better.

5. I — be ashamed to acknowledge my cowardice, if I were in your place.

6. Most savages — run away if they heard a gun for the first time.

7. I — learn music if I only had the time.

8. God promised Noah after the flood that day and night, summer and winter — not cease, and that there — never come another flood upon the earth.

9. One — see and hear much, and speak little, and one — only believe the half of what one hears.

10. Those who live in glass houses — not throw stones.

11. I made up my mind that he — pay what he owed me.

12. He was so miserly that he — not give anything to the poor.

13. It seemed so incredible that I — not believe it at first.

14. People who — hear good of themselves, — not listen behind doors.

15. The donkey — not go any faster even when he was beaten.

16. I told you you were wrong, but you were so obstinate that you — do it.

17. — misfortune overtake us we must trust in Providence.

18. You — not be so easily cast down by a small misfortune.

19. He — have written better, if he had had more time.

20. I — have arrived in time, if I had not lost my watch.

21. What — you do if a fire broke out in your house ?
22. I — at once telephone for the fire-engine, which — be sure to arrive in a few minutes.
23. However, for fear a fire — break out, I always keep fire-extinguishers in the house.
24. I remind you of the rules frequently lest you — forget them.
25. If there is an accident in the street, what — one do ?
26. You — (pay) more attention to the subject, when you had the opportunity. Then this — not (happen).
27. If you had not been there to help me, I do not know what I — (do).
28. If people always did what they —, the world — be a very different place.
29. I — (come) to your party, had your invitation reached me sooner.
30. — you be so kind as to tell me the way to the gardens ?
31. He — (benefit) his native town greatly, if the authorities had not opposed his plans so bitterly.
32. If I were to find myself homeless, I do not know where I — go.
33. What — be the use of schools and teachers, if the scholars were not willing to learn ?
34. I hoped that you — help me.
35. Those who are not without faults themselves — avoid blaming others.
36. I pointed out to him that some people I knew were so obstinate that they — not listen to reason.
37. He was not deaf, but he was so obstinate that he — not listen to my words.
38. He — (listen), however, if you had approached him tactfully.
39. He was so disguised that I — never (know) him.
40. What do you think we — (do) in the circumstances in which we found ourselves ?

XVIII.

NOTE ON THE SUBJUNCTIVE MOOD
(as: *Present*, I write; *Past*, I wrote).

The same tense-form is used for all persons in the Subjunctive Mood, the present subjunctive of *to be* being: I be, thou be, he be, we be, you be, they be; and the past subjunctive of *to be* being: I were, thou were, he were, we were, etc.

Its use is not common in Modern English, except in the past tense of the verb *to be*, and in a few phrases.

Its chief uses are—

1. In conditions:

If I *were* you, I should be careful what I said.

Were he here now, he would defend us.

2. In concessive sentences:

Though he *tell* me a hundred times, I will not believe him.

I will remain here, *come* what may (=whatever may come).

3. In wishes:

Long *live* the King! *Perish* the thought!

I wish he *were* here. Would that he *were* here!

O that he *were* with us! (=I wish greatly he *were* with us).

Woe betide you! Woe worth the day!

4. In older English, in final sentences:

Let him escape lest he *be* killed.

NOTE.—It is more usual to replace the subjunctive by one of the auxiliaries *may*, *might*, *let*, *should*, with the infinitive, though the subjunctive is common in older English and in poetry.

XIX.

The Imperative.—The Imperative has only one form for the second person singular and plural, as: “write,” and presents no difficulty.

Exercises on Tenses. Fill in the following spaces with the appropriate tense:

I. Once there (rule) a powerful king over the island of Samos. He (be) rich and prosperous, and at last his prosperity (rise) to such a height that he (begin) to be afraid lest the gods (be) jealous of his happiness. Accordingly he (send) messengers to consult an oracle in another country, telling them to bring the answer as soon as they (obtain) it. When they (reach) the oracle they (receive) the answer: “(Tell) the king that if he (wish) to escape the anger of the gods, he must throw into the sea that which he (hold) to be the dearest of all his possessions.” The messengers (return) and (tell) the king what the oracle (say). The king therefore (take) a boat and (go) out to sea, and (throw) away a ring which he (value) greatly because his dead wife (give) it to him, saying to himself: “Surely the gods (accept) this great sacrifice and (spare) me.” He (go) to bed that night thinking over what he (do) that day and wondering whether the gods (keep) him safe from harm. When he (rise) in the morning after (have) little sleep he (sit) down to breakfast eagerly for he (fast) for many hours. Imagine his surprise when he (open) a fish that (be prepared) for him and (see) the ring he (throw) away the day before! A fisherman (catch) the fish that morning and (bring) it to the palace, not knowing what (be) inside it. The king then (understand) that the gods (refuse) his sacrifice. He soon (begin) to lose his power, and not many months had passed before he (lose) all his

possessions and (die) in great misery. This story is a warning to us not to flatter ourselves that our happiness (be) enduring, unless we (depend) more upon ourselves than upon what we (have).

II. The ancients (have) many strange ideas about the world around them and (love) to imagine that the forces and phenomena of nature (be) supernatural beings endowed with life. Thus the great mountain Atlas, which (stand) in the West of Africa, (be) supposed to be a giant that (hold) up the sky on his shoulders, and the atlases or maps of the world we now (use) are often ornamented by a picture of the giant carrying the world. Mount Etna in Sicily, which so often (send) forth smoke and burning lava, (be) supposed to hold beneath it the giant Enceladus, who (take) part in the war against the gods and (be) imprisoned below as a punishment. The volcanoes (be) regarded as the workshops of the god Vulcan—hence the name. The moon (be) Diana, and the sun Apollo, Zeus or Jupiter (rule) the sky and the thunder, Neptune the sea, and Pluto the underworld where the souls of the dead (be) supposed to go. Chronos, whom the Romans (call) Saturn, (be) the father of all, and (be) supposed to have devoured his own children. They (be) quite ignorant of the causes of the seasons, of day and night, of the tides and many things which every child (know) now. They (believe) the world was flat, and surrounded by a vast sea into which the sun (sink) at night, while Greece (be) thought to be the centre of the earth. Although we now (know) how erroneous all these notions (be), yet we (admire) the beauty of many of their legends and tales, and English literature is so full of allusions to the ideas of the Greeks and Romans that no one (can) thoroughly enjoy English literature without having studied classical literature to some extent; while many modern poets (found) their works on these legends. Poets of other

European nations (do) the same, and many of the finest plays and dramas of European literature (be) based on those of the ancient Greeks. Anyone who (study) European languages (know) how full they are of the thoughts and words of the ancients, so much so, that for many generations after the revival of learning in Europe, a classical education (be) thought to be the only one worthy of a well-educated man, though of late our ideas (change) greatly in regard to this.

XX.

Compound Tenses.—Compound tenses may be made up by using the auxiliary verbs *to have* or *to be* with the present participle or the past participle.

To have used with the *past participle* gives us the *Perfect Tenses* (see list of tenses and the chapter on the “Perfect Tense”).

To be used with the *past participle* gives us the *Passive Voice*.

To be used with the *present participle* gives us the *Continuous Tenses*, which have already been explained in the indicative mood.

Ex. 1. I have been thinking how I may improve my handwriting.

2. I have been badly treated by the world.
3. I shall have been travelling in many countries by the time I see you again.
4. If I have been forgetting my duty of late, it is because I have been enjoying myself too much.
5. If I had been learning my lessons instead of playing, I should have obtained a higher place.

6. Had the soldiers been practising archery more assiduously, the French army would not have been defeated at Agincourt.
7. If you were using your brains now, it would be easier for me to explain this to you.
8. Many moons will have waxed and waned before he returns.
9. Those who have been learning their notes by heart, will have forgotten all by the time the examination is over.
10. What have you been doing? I have been writing my exercise.

General Exercise on Tenses.

Supply the tenses :

I. The effect on Europe of the conquest of Constantinople by the Turks (be) far-reaching in the extreme. First of all, the overland trade route to the East (be) stopped completely, and this (compel) European merchants to seek some other way of reaching India. Their knowledge of the fact that the earth (be) round (lead) them to suppose that India (can) be reached from Europe by travelling Westward. This idea (be) sound, but they (be) as yet unaware of a great continent lying between Europe and India, if they (select) this route. Accordingly Columbus, on finding land, (suppose) it (be) the shores of Asia. Other explorers (sail) round the Cape of Good Hope, while some English sailors (endeavour) to find a passage by the North-West, passing the extreme North of America. Thus, much geographical discovery (result).

Meanwhile the literature and thought of Europe (undergo) a great transformation. The monks and learned men who (make) Constantinople famous for learning (flee) with their books and libraries to all parts of Europe, taking with them

their knowledge of the Latin and Greek languages. All the nations of the West then (take) up the study of those two languages whose literature (remain) almost unknown for so many centuries, and Latin and Greek (become) the foundation of education ; hundreds of new words (be) introduced into English as well as into other languages, and (enrich) their vocabulary and (increase) their power of expression. In English most of these words (remain) until now, while in French (which (be) derived altogether from Latin) a great many (fall) into disuse. A new form of literature and science (spring) up, and the darkness and ignorance which (be) so general in the middle ages (begin) to pass away. The habit of inventing new words from Latin and Greek roots (continue) down to the present time, and among the more recent (be) phonograph and cinematograph.

II. A lad who (be) apprenticed to a jeweller in a country town, (send) by his master to the house of a rich customer with a valuable ring. His way (lie) across a large park, through which there (flow) a small stream. As the boy (cross) the plank bridge which (be) thrown across the stream, he foolishly (take) the ring out of its box to examine it. While he (do) so the ring (slip) out of his hand and (fall) into the muddy bank of the rivulet. He (search) long and arduously for the ring, and when the sun (set) he still (look) for it. At last darkness (come) on and (make) any further search hopeless. The poor boy (be) so afraid of his master that he (dare) not return home ; he (run) away to sea, and after spending many years as a sailor, (settle) in America. There he (make) a large fortune and finally (determine) to return to his native country. He (buy) the estate through which (flow) the stream in which he (drop) the ring as a lad, and (settle) down in it. One day he (take) a walk with a friend along the bank of the stream which (cause) him to leave the country, and when he (come) to the

place where he (drop) the ring, he (push) his stick into the mud, exclaiming: "I (can) swear that (be) the exact spot where the ring (fall)." When he (withdraw) his stick, the ring (be) at the end of it.

Exercise on all Tenses (including Compound Tenses).

III. Of late I (devote) myself to the study of literature, as it (become) clear to me what valuable friends books (be). They (be) never cross or disagreeable, nor, like false friends they (flatter). The characters described in the books of the great novelists (become) so real to me that I long (regard) them as my personal friends, and (long) to shake them by the hand. Our friends in life often (disappoint) us, they may go away and forget us, or they (become) our enemies, but we (can) always rely on our books. In life we (be) often disappointed of our dearest hopes, our ambitions (be) not realised, we (lose) our most prized possessions. But nothing (can) ever rob the memory that (be) well stocked with the gems of literature, and even though we (become) blind, or (sink) to destitution, we (can) always draw from the deep well of memory the thoughts that (delight) us in the past. How much I (regret) the time I (spend) in pursuing the shadows of this world, when I (may) store my mind with useful knowledge.

IV. What (be) there in space between us and the stars? Ancient philosophers (think) that there (be) nothing at all. But the discovery of the principles of the transference of light (prove) that light cannot move through nothingness, any more than sound (can) pass through a vacuum. If there (be) nothing between us and the sun we (be) in total darkness, just as we (be) in complete silence without the air. Philosophers (give) to this mysterious medium the name of

“ether.” Latterly many scientists (investigate) its nature without being able to solve the problem except by finding out what (appear) to be its properties. But no one ever (succeed) as yet in isolating it, or in analysing it, as air (analyse). We must therefore be content with what they (be) able to tell us about its properties—that is, what it (do)—hoping that the scientists of the future (be) more successful than those of our own times (be) hitherto.

V. FACT (BE) STRANGER THAN FICTION.

The ancients (imagine) strange and impossible monsters by putting together the various parts and properties of such beings as they (acquaint) with ; for instance, the chimera—which they (believe) to have the head of a lion, the body of a goat, and the tail of a serpent ; Pegasus—a horse which (have) wings and (can) fly ; Cheiron—a monster which (have) the body of a horse and the breast and head of a man ; and the Hydra—a serpent with many heads, each one of which (multiply) seven times if it (cut) off, and which Hercules (succeed) in killing. But modern science (reveal) to us wonders far greater than any that the ancients (dream) of. What feat of magic or enchantment ever (equal) the passing of messages at lightning speed through hundreds of miles, which the discovery of wireless telegraphy (make) possible for us ? What fairy of ancient times ever (weigh) the sun and the most distant stars or (tell) us what they were made of, or (discover) the existence of planets by mere calculation ? What giant ever (conceive) ships as large as many houses, or even palaces, made of solid steel, driven through the water faster than any vehicle (can) travel in ancient days, and hurling to enormous distances shells larger and more destructive than any thunderbolt that Jupiter, the god of the sky, ever (hurl) in his anger ?

VI. (Distinguish those incidents which happened before the murder of Duncan, and those which happened after it):

Macbeth (be) successful in an important battle against the Danes, whom he (defeat) with great slaughter, and by his prowess he (obtain) the favour of King Duncan. But certain witches (excite) his ambitions by suggesting to him that he (be) king one day, and his wife (urge) him to commit the crime of murdering the king,—telling him how splendid his position (be) if he (do) so, and assuring him that failure (be) impossible. Thus persuaded, Macbeth (murder) Duncan, whom he (invite) to stay in his castle as a guest, but no sooner (be) the deed done than he (repent) of the false step he (make). His conscience (trouble) him, and though he (seize) the crown and (become) king, his happiness (depart), and he (be) unable to hide the terror of his guilt even from his guests. The murders he (commit) to establish his position only (make) matters worse, and just retribution at last (overtake) him and his wife, whose ambition (goad) him to crime, and (make) an honest man a criminal.

XXI.

SEQUENCE OF TENSES.

RULES.—I. If the principal verb of a sentence containing subordinate clauses is in the *Past Tense*, the verbs of the subordinate clauses must be *Past* also.

Ex. I *thanked* him for the kindness which he *had shown* me while I *was* staying in his house.

II. If the principal verb is Present, Perfect, or Future, the other verbs may be in any tense required by the sense.

Ex. *I have heard* that the King *is* coming.

I thank you for the long letter you *wrote* to me last week.

I shall never believe he *said* such a thing.

Exceptions.—I. Sometimes, if the subordinate clause states a fact which is always true at all times, we may use the Present even though the principal verb is Past.

Ex. Galileo *proved* that the earth *moves* round the sun ; or, Galileo *proved* that the earth *moved* round the sun.

II. Also in relative clauses where the time of the action is independent of that of the principal sentence :

Ex. I *bought* the horse which I *am riding*, a year ago.

III. Any tense may follow *than*, or *as*.

Ex. He used to read better *than* I do.

He used to read *as well as* I do now.

Exercise. I. Fill in the following spaces with an appropriate verb in the correct tense :

1. Galileo was persecuted because he — that the earth — round the sun.

2. The Greeks hoped that Troy — be easily overcome by them.

3. Alexander asked Diogenes whether he — content to live in his tub.

4. Diogenes was so wise that he — that ambition often — a man into unhappiness and disappointment.

5. Although King Midas —— turn all to gold by his touch, he soon —— that the best things in life —— not made of gold.

6. When Columbus —— America, he thought that the country which he —— discovered —— India, and he accordingly —— it the name of the West Indies.

7. When he —— the middle of the Ocean, the sailors —— so disappointed at the fact that they —— seen no land, that they —— to go any further.

8. The judge has declared that the prisoner —— guilty.

9. The gardener has planted many seeds, which he —— will grow up in the spring.

10. The house was burnt down while the inmates —— asleep, because they —— to extinguish the lamps before they —— to bed.

11. As soon as the King —— that the conspirators —— captured, he —— them to be put to death.

12. The Chinese are said to be so clever that they —— gunpowder long before it —— known in Europe.

13. I do not know whether I —— you, what I heard yesterday.

14. I shall not decide this question until the event ——.

15. Write your name at the top of the paper before you —— to answer the questions.

16. He wrote his name at the top of the paper before he —— to answer the questions.

17. He put a stone on the railway line hoping that it —— upset the train.

18. They were willing to go to sea, as long as the weather —— fine.

19. He insulted him wherever he —— him.

20. They kept on throwing stones till all the windows —— broken.

21. The soldiers felt sure that the battle —— be won before night.

22. I shall pursue my course, whatever you — — say or do.

23. Do you believe what I —— you yesterday?
24. Nothing annoyed me so much as the discovery that my best friend —— me.
25. Do you not remember what he —— for you when you —— in distress?
26. I have forgotten what they ——.
27. I never witnessed a deed that —— me so much as this.
28. He will never know how much we —— him.
29. Wherever he goes, he ——.
30. He did whatever he ——.

II. Change the principal verb (indicated by the italics) from *present* to *past*, and make all other changes in the sentence which are necessary, in the following:¹

1. I *give* you as much time as you require for your work.
2. Although the weather is mild, he *is afraid* to go to sea.
3. Whatever he has done, he *does* not deserve so heavy a punishment.
4. They *have* committed certain crimes which cannot be forgiven them, however much they may beg for mercy.
5. Nobody *feels* as strongly as I do how much we owe to the man that has saved our country from a fate which is too dreadful to think of.
6. I never *visit* the spot without thinking of all the stirring events which have taken place there.
7. He *does* everything he can to show the world how a true patriot can do good to his country.
8. I *cannot* write unless I have a good pen.
9. When he finds himself in St. Helena he *will* not be able to help remembering the great man who ended his life there, brooding over the great victories he won, and of all that might have been had he been more fortunate.

¹ If the verb in the subordinate clause is past, change it to past perfect.

10. I often *think* I know better than people who have had more experience than myself, but invariably *find* myself mistaken.

11. He *is* so prudent that he never attempts to do what he knows himself incapable of doing.

12. However wise the general *may* be, he cannot always be sure that his plans will succeed.

13. The general *orders* all those who feel afraid to return home.

14. When a whale is washed ashore by the tide, the people *flock* to see it, wondering how so huge an animal can swim about in the water.

15. I *wonder* what he has done with the book I lent him.

III. Write the following speech as it would be reported in a newspaper :

1. "A king who rules his subjects with firmness and justice will never be in danger of losing his life by assassination. He will always feel sure of the affection of his subjects, however much they may suffer from poverty or distress caused by circumstances over which they know the king has no control. If danger threatens the country, they will at once bestir themselves to defend his throne and secure his person, knowing how much they owe to a stable government, and how much their own happiness depends on the safety of their ruler. Some people may argue that the influence of the monarchy is precarious, and may urge the danger of letting the power descend into the hands of a weaker man. But the influence of a good king will not pass away,—his conduct will set up a standard, and form a precedent which all his successors will feel themselves compelled to follow, however much their own personal inclination may lead them to devote themselves to lives of self-indulgence and pleasure."

Make the tenses past in the following .

2. " The bull-fight is taking place amidst the applause of the spectators, who are so excited that they forget everything but what is happening before their eyes. The toreadors shake red rags which excite the bull to great fury—he rushes at them, but they cleverly avoid him, and contrive to prick him as he tears along, in a way which maddens him beyond endurance. Sometimes the bull knocks down a horse and kills it, and often the lives of the men are in danger, and they need all their skill to escape his charges. At last the unhappy animal shows signs of exhaustion, and then the men attack him with their swords and kill him amidst the shouts of the on-lookers, who seem to forget all sense of pity and mercy to dumb animals."

PART II.

I.

Final Clauses or Sentences of Purpose.—Purpose may be expressed by (1) *to*, (2) *in order to*, (3) *so as to*—all followed by the infinitive, or by (1) *that*, (2) *in order that*, (3) *so that*—followed by *may* or *might*, *can* or *could*, *shall* or *should* used with an infinitive.

RULES.—I. If *in order to* or *so as to* are used, the infinitive must refer to the *subject* of the principal sentence.

II. The sequence of tenses must be observed carefully.

Ex. 1. I sent him to get his book. (*To get* here refers to the object *him*.)

But 2. I sent him in order *that he might get* his book (because *in order to* would make the infinitive *get* refer to the subject *I*).

3. The boy ran to school, so as to be in time; or so as not to be late.

4. The king makes laws, *in order that* his subjects *may* be well-governed.

5. The teacher speaks slowly, *that* his pupils *may* be able to understand.

6. I wrote it clearly, *so that* he *could* see it.

Lest = in order that not, as :

Ex. 7. He ran away *lest* he *should* be condemned.
 8. I will remind you, *lest* you forget.

N.B.—Avoid such blunders as “The father gave his boy a book *in order to read it*,” instead of “in order that he might read it.”

Exercise. Write sentences of purpose containing :

1. *To* with the infinitive. 2. *In order to*. 3. *So as to*.
4. *So that* followed by *can*. 5. *So that* followed by *could*.
6. *In order that* followed by *may*. 7. *In order that* followed by *might*.
8. *So that* followed by *may*. 9. *So that* followed by *should*.
10. *So that* followed by *shall*.

II.

Consecutive Sentences denoting Cause and Result.

—A cause and its consequence (or result) can often be well expressed by using *so* or *such*, followed by *that*.

RULES.—I. *So* is an *adverb* and must modify an *adjective* or other *adverb*.

II. *Such* is an *adjective* and must qualify a *noun*.

III. Observe the sequence of tenses in the two clauses.

So.

Ex. 1. The priest was *so* learned, *that* he read the book easily. (*So* modifying an *adjective*.)

2. The pupil wrote *so* badly, *that* nobody could read his writing. (*So* modifying an *adverb*.)

3. He made *so* good *a* speech, *that* all applauded him. (Note the use of the indefinite article before the noun.)

4. His faults were *so* many, *that* I could not correct them.

Such.

Ex. 1. He made *such a* good speech, *that* all applauded him.
 2. His generosity was *such*, *that* all loved him.
 3. *Such* were the customs of the country, *that* no surprise was felt at this deed.
 4. He wrote *such* letters to his father, *that* the latter was full of joy.

Exercise. I. Write sentences on the model of the above examples containing :

1. So often. 2. So many. 3. So skilful. 4. So idle.
 5. So excellently. 6. So seldom. 7. So useful. 8. So unusual.
 9. So avaricious. 10. So cruelly.

Write sentences containing *such* qualifying :

1. Frequency. 2. Quantity. 3. Skill. 4. Idleness.
 5. Excellence. 6. Rarity. 7. Usefulness. 8. Strange-
 ness. 9. Avarice. 10. Cruelty. 11. Book. 12. House.
 13. Library. 14. Water. 15. Flowers.

N.B.—*Very* can never be used for *so* in consecutive sentences, nor *that* to denote consequence except after *so, such.*

Exercise. II. Combine the following, making final or consecutive sentences by means of *that, in order that, so ... that, such ... that*, etc., according as the sense implies *purpose*, or *cause and result*. Make any changes demanded by the sense.

1. Some people are very short-sighted. They cannot understand the importance of thrift. 2. The cotton-worm has made great ravages. The government has decided to take measures to destroy it. 3. I shall buy an alarm-clock. I may, perhaps, wake earlier. 4. He determined to take a voyage to Australia. He wished to regain his health.

5. I gave him a pound. He could buy an overcoat with it. This would keep out the cold.
6. This treatment has done me much good. I can now walk ten miles a day.
7. That was his ambition. He stopped at no obstacle to attain his ends.
8. His excuses were very ingenious. Even those who knew him well were deceived by them.
9. This hotel has a great many storeys. It takes a considerable time to reach the top.
10. These were his reasons. They made his offence appear all the worse.
11. He was weak in history. I gave him a history-book. He would thus succeed in his examination.
12. The snow lay very thick upon the ground. The road was lost to sight.
13. The war lasted a very long time. People grew up and died without ever knowing a time of peace.
14. He was very angry. He did not know what he was saying.
15. He remained away from home many years. His friends forgot him.
16. I will choose some books for you. You will thus spend your holiday profitably.
17. Rob Roy was said to have very long arms. He could fasten his stockings without stooping.
18. He has lived to a great age. He can remember the accession of Queen Victoria.
19. He has been saving money all his life. He wishes his children to inherit it.
20. He is a great miser. He spends nothing.
21. He was very obstinate. He would not listen to reason.
22. Mt. Everest is very high. It is almost impossible to climb.
23. The earth's poles are difficult of access. They have rarely been visited.
24. Explorers made careful preparations. They thus hoped to reach them.
25. I took him to Switzerland. The mountain air would benefit him.
26. The Pyramids are very strong. They have survived the ravages of time.
27. Many tourists come to Egypt. They wish to see them.
28. I took them to the museum. They would thus learn much about the Ancients.
29. The rain came down in torrents. The river was swollen.

30. An embankment was built. The villages would thus be saved from inundation. 31. The drought lasted a long time. The grass was parched and the cattle died. 32. Dams have been built in many places. The water will thus be stored up in case of drought. 33. Some stars are at great distances from us. Their light takes many years to reach us. 34. In some places the cold is very intense. Even mercury freezes. 35. Explorers use alcohol. In this way they can measure the temperature. 36. The sea was very rough. It was impossible to effect a landing. 37. The shore was fringed with rocks. It was dangerous to approach it. 38. He devoted himself to his task with energy. He succeeded in consequence. 39. The sailors were compelled to eat bad food. Many fell ill in consequence. 40. He was punished with severity. He did not commit the offence again.

III.

Conditional Sentences.—A Conditional Sentence consists of two parts—the condition (the “if” clause)—and the answer to it. The most usual sequence of tenses between the two parts is as follows:

<i>Condition.</i>			<i>Answer.</i>
1. Present	-	-	Present.
2. Present	-	-	Future.
3. Past	-	-	Past.
4. Past	-	-	Conditional.
5. Past Perfect	-	-	Perfect Conditional.

Notice that the future and conditional are not used in the *conditional* clause, but in the *answer*. (See Note 2 on page 74.)

Examples. 1. *Present* answered by *Present*:

If a king rules justly, his subjects love him.

If a man does not speak the truth, he is not believed.

This implies a condition true for all times, and not only in particular cases.

2. *Present answered by the Future* :

If you pay your money, you will receive your ticket.

If you work hard, you will pass this examination.

This refers to particular cases, where the supposition is in the *future*.

3. *Past answered by the Conditional* :

If you did (or were to do) what I told you, you would succeed.

If the farmers irrigated their fields more thoroughly, they would have better harvests.

This form is used in cases of pure supposition, and may refer to any time in the future, the condition being considered as improbable.

4. *Past answered by the Past* :

If he did such a thing, he was very foolish.

If you spent your money on yourself alone, you were very selfish.

This refers to events in the *past*, where the condition is accepted as being true, for the sake of argument.

5. *Past Perfect answered by the Perfect Conditional* :

If the ancient Egyptians had not had slaves, they would not have succeeded in building the Pyramids.

If the Greeks had not used cunning, they would not have taken Troy.

If the pupil had worked hard, he would have succeeded.

If I had known this was so difficult, I should not have undertaken it.

The above are examples of *impossible* conditions, because we are supposing the past changed, which is impossible.

Other combinations of tenses are also possible, though the sequence of tenses must be observed :

Ex. If I have told the truth, I have done my duty (compare form No. 4). (*Present Perfect* answered by *Present Perfect*.)

If you know what to do, do it.
(*Present* answered by *Imperative*.)

If you are ready, you *may* go.

If you were ready, you *could* go.

In all cases, the answer may come before the condition, as :

You will succeed, if you work hard.

The subjunctive mood can also be used in the "if" clause :

Ex. 1. If I *were* king, I should rule justly.

2. If *need be*, I will help you.

This form is more common with the *past* subjunctive of "to be" (*were*), and need not be employed in any other case. *If not* may be expressed by *unless*.

Exercise. Complete the following conditional sentences :

1. If Cæsar had not conquered Gaul —.
2. If a rich man act generously —.
3. Napoleon would have taken England, if —.
4. I shall become rich, if —.
5. Unless you go to France —.
6. If a farmer irrigates his fields well —.
7. If the Nile rose high —.
8. I should go and see him, if —.
9. If the merchant acted honestly —.
10. A student soon forgets what he has learned, unless —.

Write sentences on the model of the examples given above.

NOTES.—1. A conditional sentence may also be expressed by the subjunctive mood without "if," the subject *following* the verb, thus :

1. *Were I* a rich man, I should be generous.
2. *Had I* known what to do, I should have saved much time.
3. *Should* the tram stop, I will get out.

Should expresses an improbable condition, and does not imply any particular tense.

2. *Will* and *would* are sometimes used in the "if" clause, but they must not be considered future or conditional—they are used chiefly for the sake of politeness :

Ex. I shall be very glad if you *will* show me your house.
I should be grateful if you *would* help me.

3. The verb in the "if" clause is sometimes expressed by *should* with the infinitive.

If he *should* come, tell him I will see him (=if he comes, etc.). It conveys the idea of doubtfulness—"in case he should come."

4. *But for*, *without* may express a negative condition, as :

But for our books we should be ignorant.

Without its gardens the town would be a dreary place.

Exercise on Conditions.

Complete the following :

1. Had the storm not raged so furiously, the ships ____.
2. Had I known how dangerous this journey was, ____.
3. If the Huns had not been defeated at Chalons, ____.
4. I should go and live in the tropics, ____.
5. India would be a delightful country to live in ____.

6. King Midas would not have prayed for the golden touch ____.

7. If he had always told the truth ____.

8. If the laws of health were better observed ____.

9. I should have given more money ____.

10. Were James Watt to come to life again now ____.

11. Should rain come this week ____.

12. If this matter were not so costly ____.

13. Europe would never have reached its present position, if ____.

14. We should not require locks for our doors, if ____.

15. He would never have caught cold ____.

16. Had he taken greater precautions ____.

17. I cannot get up so early unless ____.

18. If you promise to write to me every week ____.

19. If you think Alexandria cooler in the summer ____.

20. Orange-trees would not bear fruit if ____.

21. If you had not told me ____.

22. If wishes were horses ____.

23. If the various powers of Europe could come to terms ____.

24. If I live long enough ____.

25. He may recover from this illness if ____.

26. I told him that I should not believe him again unless ____.

27. The shopman refused to deliver the goods unless ____.

28. If he had not paid his bill ____.

29. If you are attentive in school ____.

30. I should come and see you often ____.

IV.

Temporal Clauses or Clauses of Time.—These are introduced by *when*, *until*, *as soon as*, *since*, *before*, *after*.

The sequence of tenses must, of course, be observed between the verb of the subordinate clause and the principal, but with the following reserve :

If the principal verb is *Future*, the verb after *when* or *until*, etc., is usually *Present*.

If the principal verb is *Conditional*, the verb after *when* or *until*, etc., is usually *Past*.

Ex. 1. I shall wait until he *comes*.

I should wait until he *came*.

2. I shall visit my friends, when I *go* to Europe.

I should visit my friends, when I *went* to Europe.

In other cases, the ordinary rules of tenses hold.

Exercise. Complete the following :

1. When —, I shall buy many presents.
2. When Napoleon reached Moscow —.
3. When King Richard reached the Holy Land —.
4. The ships will bombard the town when —.
5. As soon as the bank is open —.
6. I waited at the station until —.
7. I told him to remain at home until —.
8. We can do nothing until —.
9. He will make no progress until —.
10. The world will not be reformed until —.
11. The enemy were not defeated until —.
12. When — I shall tell him what has happened.
13. It will be time enough to think of that —.
14. I shall get no sleep until —.
15. As soon as my house — I shall go and live there.

Since is used with a verb expressing a *past* action, and can never be used with a verb in the present, when it is a conjunction of *time*.

Ex. 1. *Since you left us, we have been lonely.*
 2. *Nothing like it has been seen since Mohammed Aly died.*
 3. *Since I finished my work, I have had nothing to do.*
 4. *Since I have been here things have improved.*

If the action of the verb is continued in the present, use the present perfect as in Ex. 4. From the above examples it will be seen that the rule of the sequence of tenses does not apply, because the principal verb is present perfect, and the verb of the subordinate clause may therefore be in the past or the present perfect.

Exercise. Complete the following:

1. Since I — in Cairo, I have seen many wonderful things.
2. After the North Pole —, efforts were made to find the South.
3. Since gunpowder —, standing armies have become necessary to most nations.
4. When you — you will make much progress.
5. England has never been invaded since William of Normandy — in 1066.
6. As soon as I — my work, I shall come with you.
7. I have had no news of him since —.
8. He came as soon as he —.
9. It is no use trying to learn advanced mathematics before —.
10. You may go home after your work —.
11. I told him he might go home after his work —.
12. You cannot run before —.
13. Do not wait until — before taking action.
14. There are often lovely colours in the sky after the sun —.

15. It has been very dark since —.
16. The general hesitated so long that when —, it was too late.
17. Do not turn over the page until the ink —.
18. Until the winter —, I did not venture into the country.
19. The ice will not melt before the spring —.
20. Education could not become general in Europe until printing —.
21. Until the steam-engine was invented —.
22. Writing was difficult before —.
23. The flowers will not appear until —.
24. When the holidays come —.
25. I shall see you as soon as —.

V.

Concessive Clauses.—These are introduced by *though, although, however, whatever*.

A concessive clause is used when the speaker agrees that some statement is true, but wishes to modify it.

- Ex. 1. *Although he is poor*, yet he is happy (= I admit he is poor, *but he is happy*).
2. *However poor he may be*, he can yet be happy.
3. *Whatever he may have done*, he does not deserve such a punishment.

RULES.—I. After the words named above it is possible to use the *indicative*, the *subjunctive*, or one of the auxiliaries *may, might, should*. Of these, the simple subjunctive is less used than the other two.

- Ex. 1. *Although he is poor, he is happy* (Indicative).
2. *Though he be poor, he can be happy* (Subjunctive).
3. *Though he may be poor, he can be happy* (Auxiliary with Infinitive).

Generally speaking, use the indicative when stating accepted facts, and one of the auxiliary verbs with the infinitive when making suppositions.

Ex. 1. Whatever you *did*, you neglected your duty.
 2. However rich you *may be*, you cannot be sure of happiness.
 3. I will not believe it, though an angel *should come* and say it.
 4. Although the king *is* powerful, he cannot make lazy people industrious.

NOTE.—If *however* modifies an *adjective* or *adverb*, it must precede it immediately.

Ex. *However kind* he may be.
However badly he may write.

Exercise. Complete the following sentences :

1. Although I know he is a thief —.
2. Though — I will help you to escape.
3. However wise —, he cannot answer my question.
4. He will never understand, though —.
5. The army reached the capital at last, though —.
6. Even though they had a powerful navy —.
7. The Armada was defeated although —.
8. Though — in China, you would never master the Chinese language.
9. Although the South Pole —, it has been visited by explorers.
10. Although Belgium —, yet it has a very large population.
11. Though you — rich, you cannot be sure of happiness.
12. He was always happy although —.
13. The ships reached the harbour safely although —.

14. I shall buy it, however —.
15. I am determined to go, whatever —.
16. However powerful a king —, he cannot force his subjects to love him.
17. Although Louis XIV. — powerful, his latter days were unfortunate for France.
18. Though he — to be a hundred, he will never learn it.
19. Although he — now fifteen years old, —.
20. Although an elephant — a powerful animal, —.
21. Whatever the thief stole —.
22. However little money I may have —.
23. Let us keep up our courage, however —.
24. He cannot remember it, however —.
25. Napoleon was a great general, although —.
26. Though I — lose all my money, I shall not ask him for it.
27. A crisis is inevitable however much —.
28. Though the crisis —, the country has recovered from it.
29. Though I — thought mean, I gave what I could afford.
30. He did not thank me, although —.
31. However much he — have given to public charities

32. However badly he may write —.
33. Water cannot flow uphill, whatever —.
34. Electric light has some disadvantages, although —.
35. Education is a great benefit, though —.
36. Accidents must happen, however —.
37. He did not do what I told him, although —.
38. He forgot my message, although —.
39. He is not generous, however much he — to the poor.
40. Though the wind was strong —.
41. The cotton worm did much damage, although —.

VI.

Causal Clauses.—The chief conjunctions of *cause* are : *because, as, whereas, since, for*.

Because is chiefly used when the reason given is unexpected or considered important for the hearer to know.

Ex. 1. I did not pay him any money, *because* I had lost my purse.
 2. You will never learn, *because* you are idle.

On the other hand we use, *as, since* and *for* chiefly when the reason given is more evident and natural, or already known to the hearer.

Ex. 1. I did not pay him, *as* I had no money with me.
 2. *Since* he did not come, I went away without waiting for him.
 3. I could not bring my book, *for* I had lost it.

Whereas is chiefly used when we are comparing two ideas :

Ex. *Whereas* we were blind, now we see.

Also in legal and official language.

VII.

Uses of the Verbs "may, might, let, can, could."—All are followed by the infinitive without *to*.

I. **May.**—*May* is used to express :

1. *Permission* :

You *may* go home now (= You are permitted to go).
May I borrow a pencil ?

2. *Wishes*:

May the king live long !

May we never see the day when our country forgets its duty !

I hope you *may* succeed.

3. *Doubt*:

I *may* come to-night, but I am not sure.

He *may* succeed if he works hard.

Who knows what *may* happen ?

4. *Purpose*:

He works hard in order that he *may* become famous.
(See on "Sentences of Purpose.")

II. Might.—*Might* is properly the past tense of *may*, and as such is used to express *permission* and *wishes* in subordinate clauses where the principal verb of the sentence is past.

1. *Permission*:

I *told* him that he *might* go home.

I *said* that you *might* borrow a pencil if you wished.

2. *Wishes*:

I hoped that you *might* succeed.

It is also used to express :

3. *Doubt*—where the event is considered improbable, or a matter of speculation.

In this case the word *might* has *not* the force of a past tense, but refers to the *future*.

He *might* succeed, but his opportunities for study are few.

Who knows what *might* happen ?

For aught we know, the sun *might* not rise to-morrow.

4. *Purpose* (as already explained in the chapter on "Sentences of Purpose").

He worked hard in order that he *might* become famous.

III. Let.—*Let* is used (1) to express commands, wishes, suppositions.

Let him come in.

Let those who are afraid return home.

Let us remember how much we owe him.

Let *ABC* be an equilateral triangle.

(2) As an independent verb in the sense of "to allow," as :

I let him go.

N.B.—It does not mean "to cause."

IV. Can, could.—*Can* is simply a present tense, having no infinitive (for which we must use "to be able").

Could is not only the past tense of *can* (=was able to), but may be used in a conditional sense, referring to the future, like *would* in conditional sentences.

Ex. I did what I could (past).

I do not know what I *could* do, if I tried (conditional).

The condition may be suppressed :

Ex. I do not know what I *could* do.

It may also have the same meaning as *might*:

An accident *could* happen so easily (= An accident *might* happen).

Revise the chapter on *should* and *would*.

Exercise on the use of the verbs "may, might, let, would, should, can, could."

Fill in the spaces with an appropriate auxiliary :

1. It is very curious that you —— take that view.
2. It is disappointing that he —— know so little.
3. If the enterprise —— succeed, he will be a rich man
4. I hope I —— be famous some day.
5. I —— not despair even though I —— lose all my money.
6. He declared he —— not believe it, even though he —— see it with his own eyes.
7. It —— be so, though I doubt it.
8. He —— perhaps succeed, if he changed his way of living.
9. If there were less ice it —— be easy to reach the Pole.
10. I —— come and see you next summer, but my plans are not fixed.
11. If the matter were less involved, I —— possibly be able to help you.
12. However poor a man —— be, he has always something to be thankful for.
13. If it —— turn out wet, we must seek shelter where we can.
14. I am grieved that you —— be so overworked.
15. If disaster —— come upon us, we will cling to our leader.
16. Pigs —— fly, but they —— be strange birds.
17. We are only able to judge of the future by our experience of the past; the sun —— not rise to-morrow, or it —— rise in the west, for aught we know.
18. If that —— happen, we could only say it was contrary to our experience.
19. Yet we trust that it —— continue to rise as heretofore, and that we —— be alive to enjoy its warmth.

20. However cold the winter — be, we can always take precautions against the cold, though even warm clothes and fires — not save us from the ill effects of the damp.

21. We hope that your Majesty — be long spared to rule over us, and that your reign — be as glorious as those of your illustrious predecessors.

22. — his children be fatherless and his wife a widow.

23. — them say what they will ; I shall pay no heed.

24. I trust that your fears — not be realized.

25. — those who think otherwise take this opportunity of saying so.

26. In my perplexity I appealed to my guide to know what I — do.

27. Hannibal made every preparation against defeat, — such a contingency arise.

28. It makes my blood boil to think that such cruelties — go on around us.

29. — such circumstances arise, I shall take steps to deal with them.

30. Whatever — have happened, the result is the same.

31. Who can say what — have happened, had the Persians won the battle of Salamis ?

32. — us suppose that ice were heavier than water ; how different the geological history of the world — have been !

33. Some of these rocks — perhaps have been deposited by passing icebergs, but their origin is not certain.

34. He was so indifferent to public opinion that he did not care what the papers — say.

35. I — subscribe to your enterprise, but I am not yet convinced that it deserves public support.

36. With a little encouragement, he — do wonders.

37. I am not likely to be moved by anything you — say ; I judge by results.

38. — him show us what he has done ; then we — perhaps believe his words.

39. —— you be inclined to help me, I can assure you that you shall be amply repaid when my plan succeeds.

40. He paid no attention to any advice I —— give him.

VIII.

INDIRECT OR REPORTED SPEECH.

When one person speaks to another, he uses what is called "Direct Speech." But if one of them reports or relates what has been said to a third person, he will not as a rule repeat the *exact words* he has heard, but will use a form called "*Indirect Speech*."

Ex. Direct. George said to Henry : "I have an apple in my pocket."

Indirect. Henry said to William : "George told me that *he had an apple in his pocket*."

NOTE.—(i) In the Indirect form *I* and *my* become *he* and *his*, because they no longer denote the *speaker*.

(ii) *Have* becomes *had*.

Indirect Speech is of three kinds: I. Statement. II. Question. III. Command.

I. STATEMENT.

RULES.—I. Omit the quotation commas, and introduce the sentence by *that*. (*That* may be omitted.)

II. Observe the sequence of tenses (see chapter on the same).

III. In changing from *direct* to *indirect* it will be necessary to change the pronouns, if the speech is reported by another speaker.

Ex. *Direct.* I spoke to some students in London, who said to me: "We shall finish our course of study in a year's time."

Indirect. The students told me that *they* would finish *their* course of study in a year's time.

IV. *Change* this, these *to* that, those,

here „ there,

now „ then,

to-day „ that day,

yesterday „ the day before,

to-morrow „ the morrow, the next day,

if the speaker who reports the speech is speaking at a different place and at a different time from the speaker whose words he reports.

V. In changing direct to indirect speech, introduce the reported speech by *to tell* instead of *to say*, if there is an indirect object.

Ex. 1. *Direct.* He said to me: "I have forgotten my book."

Indirect. He *told me* that he had forgotten his book (because we have an indirect object, *me*, in the sentence).

But: *Direct.* He said: "I have forgotten my book."

Indirect. He *said* that he had forgotten his book (because there is no indirect object here).

VI. For "He said 'No,'" say: "He refused, he denied it, he answered in the negative," etc. For "He said 'Yes,'" say: "He agreed, he accepted, he assented, he answered in the affirmative," etc.

NOTE.—In accordance with the rule of sequence of tenses, *have* will become *had*, *may*—*might*, *will*—*would*, *shall*—*should*, etc. (see chapter on the “Conditional”), and a *past* tense becomes *past perfect*, if the principal verb is *past*.

Ex. 1. *Direct.* The boy said: “I shall finish my work to-morrow.”

Indirect. The boy said he would finish his work the next day.

2. *Direct.* He said to me: “I came here yesterday.”

Indirect. He told me that he had gone there the day before.

3. *Direct.* He exclaimed: “I have lost all that makes my life agreeable!”

Indirect. He exclaimed that he had lost all that made his life agreeable.

Exercise. Change the following from direct to indirect speech:

The sailor said to his mother: “I have been on many voyages and have seen many strange things. I and my companions once rowed for six days in an open boat and found ourselves in a sea of milk, in the middle of which was a mountain of sugar; I noticed too that the milk tasted quite fresh. On another occasion we came across an island of cheese and it tasted like Dutch cheese. But the greatest wonder of all the wonders I have ever seen is the flying fish of the Southern Pacific, which fly for quite a long time when they are pursued by their enemies.” His mother said: “I cannot believe that. Seas of milk and islands of cheese there may be, and I can quite believe in the existence of those. But flying fish there cannot possibly be.”

II. QUESTIONS.

RULES.—I. Omit the question mark (?).

II. Put the *subject before* the verb as a rule, instead of after. This will cause the auxiliary *do, does, etc.*, to be omitted.

III. Introduce the sentence by $\left\{ \begin{smallmatrix} \text{enquire} \\ \text{ask} \end{smallmatrix} \right\}$ instead of *say*.

IV. The other rules given in the chapter on statements must also be observed in questions.

Ex. 1. *Direct.* He said to me: “Where *are you* going?”

Indirect. He asked me where *I was* going.

2. *Direct.* He $\left\{ \begin{smallmatrix} \text{asked} \\ \text{said to} \end{smallmatrix} \right\}$ his father: “How *do you* make the clock go?”

Indirect. He asked his father how *he made* the clock go.

Exercise. Turn into indirect speech:

1. I said to the carpenter: “How long will it take you to make me a book-shelf and how much will you charge?”

2. The traveller asked: “How long does it take to reach Paris?”

3. I ask you: “When will you return from your journey?”

4. The lady said to the station-master: “When is the next train for Rome?”

5. The judge said to the prisoner: “Why did you commit this crime, and what motive had you for denying it?”

6. The boy said to me: “What is the time?”

7. My friend said to us: “Where will you dine, and what will you have for your dinner?”

8. I said to the thief: “What are you doing here in my house?”

9. The thief said to me: "What will you do to me if I give myself up?"

10. I said to him: "What have you taken?"

NOTE.—The indirect question is sometimes in the same order as the direct, as:

Direct. I said to him: "What is the matter?"

Indirect. I asked him what was the matter. (Instead of *what the matter was.*)

RULE V. In the above exercise each question is introduced by an interrogative word such as *what?* *how?* *when?* *where?* *why?* If there is no interrogative word we must introduce the indirect question by *if*, or *whether*.

Ex. *Direct.* I said to him: "Do you think it is right?"

Indirect. I asked him whether (or *if*) he thought it was right.

NOTE.—An indirect question may be a *thought* not expressed by speech, as:

I do not know *whether he will come.*

The ancients did not know *what caused the changes of the seasons.*

Exercise. Turn into indirect speech:

1. He said to me: "How are you?"

2. I shall ask him: "Have you bought what you intended?"

3. Mercury said to King Midas: "Are you satisfied with your gold?"

4. I asked my pupils: "Did you visit the Pyramids last Friday?"

5. The boy said to his father: "Have you brought me the present you promised me this morning?"

6. I asked the gardener : "Do you think these flowers will grow?"

7. The examiner asked : "Is the world flat?"

8. The candidate replied by asking : "Do you think I should be so ignorant as to be unable to answer so easy a question?"

9. A newspaper headed an article with the question : "Did the Emperor of Russia die by poison?"

10. I cannot answer your question : "Is the moon further from the earth than the moon is from the sun?"

III. COMMANDS.

RULE.—I. Change the imperative into the infinitive.

II. Introduce the indirect speech by some such word as *tell*, *ask*, *command*. If the command is expressed politely or as a prayer or entreaty, use some such word as *beg*, *entreat*, *implore*, *pray*, *request*.

Ex. 1. Direct. I said to him : "Go!"

Indirect. I told him to go.

2. Direct. I said to him : "Please go!"

Indirect. I begged him to go.

Exercise. Turn into indirect :

1. The criminal said to the officer, with tears : "Please pardon my fault this time."

2. The fox said to the other foxes : "Cut off your tails, and you will look much more elegant."

3. The fox said to his brothers : "Do not suppose that I advise you to cut off your tails, because I wish to injure you."

4. The fox said to the crow : "Please sing me one of your charming songs."

5. In his terror he cried to the men on the shore : "Save me ! I am drowning!"

6. The teacher said to the pupil: "Show me your exercise to-morrow."
7. The general shouted to the soldiers: "March!"
8. He shouted to the men who were holding the rope: "Let go!"
9. The guide said to me: "Do not go into the cave without a candle."
10. The tourist said to the guide: "Bring the candles and the ropes."

Exercise on Indirect Speech.

Turn the direct speeches into indirect:

I. Six blind men were sitting by the roadside, and hearing some one say: "An elephant is coming down the street," they said to the bystanders, "Please let us feel what it is like with our hands, for, of course, we can never see it." When the elephant stopped by them, the first blind man, catching hold of its trunk, exclaimed: "It is like a snake!" The next, catching it by the ear, said to the first: "Do you not think it is more like a fan?" The third was only able to reach the animal's legs, and exclaimed angrily: "How stupid both these men are! it seems to me like the trunk of a palm-tree." The fourth, catching hold of its tail, lost all patience and exclaimed to the others: "Go away, all of you! You are not fit to judge of an animal's shape. It is like a rope." The fifth seized its tusk, and being a man of more self-restraint than the others, said quietly to his companions: "Why do you quarrel about things you cannot understand? How is it that you cannot feel that its shape is like a spear?" The sixth put his hands on the animal's side, and, reaching up to his back, said to his friends: "You are all wrong, every one of you. It is certainly like a wall, and you will never be able to persuade me of anything else!"

In this speech keep the questions in the same order as the direct :

II. Continuing, the speaker said : "I cannot say too often how vital this question of education is to the country. Do you not feel how other countries are obtaining advantages over us, how a demand is arising for better houses, healthier conditions of life ? How can any nation progress without feeling something of that discontent which makes men shake off their fetters and struggle out from darkness into light ? And nothing but improved education can possibly create this desire for better things which is the greatest sign of progress. I warn you that you are neglecting your opportunities, you are pursuing bubbles and leaving the gold untouched ; you are beating the air. My own experience tells me that I am hitting the mark when I say this, and I feel sure that every man among you who has thought seriously will agree with me."

Turn into direct speech :

1. He said that he was very sorry he had given me so much trouble, and he hoped I would excuse him.

2. I answered that it was true he had put me to some inconvenience, but that in the circumstances I was ready to accept his apology.

3. A fox once determined to obtain a piece of cheese from a crow. In order to flatter her, he told her that her voice was the most beautiful he had ever heard. No bird of the whole forest had ever charmed him so much, no bird could pour forth such streams of melody as the crow could. He begged her to let him hear her voice once more.

4. A rich man once asked a philosopher to undertake the education of his son, and inquired how much money he wanted for the work. The philosopher replied that he wanted five hundred pieces of silver. The rich man

thought that was a large sum for so small a service, and replied by telling the philosopher that he could buy a slave for less. The philosopher answered that if he (the rich man) bought a slave and saved his son's education, he would have two slaves, because a man without education was little better than a slave.

5. Louis XI. asked his astrologer how long he (the king) had to live. The astrologer told the king he would cast his horoscope and find out. The king then asked the astrologer whether he knew how long he (the astrologer) had to live. Something made the astrologer suspect that there was a plot against him, so he said quietly that he knew exactly how long that was, and that he should die exactly three days before the king.

6. The king once condemned his jester to death, and asked him to choose what death he would die. The jester wittily replied that he chose to die of old age.

7. The disgraced cardinal wished that he had served God as faithfully as he had served the king, for God would not have abandoned him in his old age, as the king had done.

8. A highwayman, having held up a coach on a lonely road, held his pistol to the head of a passenger and ordered him to give him all his money, or else he would blow out his brains. The passenger replied that as there was another highwayman behind *him* (*i.e.* the highwayman addressed), he supposed he had no other course. The highwayman, surprised at this piece of information, turned round to see **who** it was, and the passenger shot him on the spot, telling himself how fortunate he had been to have hit upon the idea, and determining to try the same method next time he was attacked.

9. A certain famous man was once accosted by a beggar, who asked him to give him a trifle to help him. The great man asked him why he should be called upon to give his

money to him. The beggar replied that he was obliged to live. The other promptly answered that he did not see the necessity, and turned on his heel.

10. A man once set out on a journey on horseback, and soon found himself wet through with the rain. He complained a great deal, saying that he had been a fool to start in such weather, and wished he had not been so unfortunate, declaring that he was certain to be laid up with rheumatism. Suddenly he was attacked by some highwaymen, but, owing to the fact that the rain had wet their powder, their guns were useless. This saved the traveller's life, and he now began to tell himself how foolish he had been to grumble at what had been the means of saving his life, and how much better it was to leave things in the hands of Providence.

IX

PREPOSITIONS.

By and **with**.—*By* is used after verbs in the passive to express the *agent* or *doer* of the action expressed by the verb.

With is used with the *instrument* with which the action is done.

- Ex. 1 The man was killed *by* the thief *with* a knife.
- 2. The house was robbed *by* thieves, who broke open the door *with* a crowbar.
- 3. The palace is surrounded *by* a garden.

Exercise. Fill in the following spaces with the proper preposition :

- 1. — whom was this book written?
- 2. It was written — my friend.

3. The fire was extinguished — the firemen, — water.
4. The ship was wrecked — the storm.
5. The grapes were destroyed — the hail, and the church was set on fire — lightning.
6. The steam-engine was invented — James Watt, who toiled for many years before he could make the instruments — which he perfected his machine. At first he was obliged to work — inferior tools, so that he could not give his engine the neatness — which alone it could be efficient. The old Newcomen engine was kept going — a boy who stood by it and opened a tap — which he let in the air — means of which the steam was condensed at every revolution. — this machine, imperfect as it was, some work had been done, and it had been employed — a large mine-owner to pump out the water. The first efficient steam-engine was made — a Birmingham firm, and it was soon adopted — nearly every manufacturer. The revolution in industry that has been effected — this machine is astonishing. Soon after, railway-engines were invented — Stephenson, and now almost everything is made — steam, or — electricity, which has to be generated — steam. It has been taken up — every nation, and even the Chinese are abandoning the old instruments — which they used to manufacture.

Other uses of *by*. *By* has further the following meanings :

1. *Beside, near.*

Ex. The house is *by* the Mosque, *by* the roadside.

2. *In oaths.*

Ex. He swore *by* his honour that he would pay the debt.
By my life, I will never do that!

3. *Past.*

Ex. He rode *by* the church (= he rode past the church).

4. *By means of* (when the word governed is not an *instrument* but a *means*).

Ex. He succeeds *by* perseverance.

5. *Before* (of time).

Ex. I shall have finished *by* Thursday next.

Warning.—*By* is never used with words expressing *price* or *language*. (We must say: I bought it *for* a shilling, I spoke to him *in* Arabic.)

Other uses of *with*. *With* has the meanings of:

1. *In company with, together with.*

Ex. I live *with* my brother.

I have been *with* the headmaster for an hour.

2. *Having.*

He came *with* a stick in his hand (= *having* a stick in his hand).

I saw a man *with* a large head and a wooden leg (= *having* a large head, etc.).

I came *with* the intention of learning English.

Exercise. Fill in the following spaces:

I was wakened this morning — a loud noise in the street, and looking out saw a man — a humped back beating a dog — a large stick. I was filled — anger at the sight, and swore — my life that I would punish such cruelty — severity. Many people were passing — the house at the time, and soon a crowd collected — the door, but — the time I got downstairs the man — the dog had run away. However — the help

of the police I was able to find him before long, and — ten o'clock I had reported the matter to the Society for the Prevention of Cruelty to Animals.

IDIOMS WITH "BY."

To seize by.

He seized him *by* the hand. He seized the sword *by* the hilt.

By means of.

By hook or *by* crook (= by some means or other).

To come (or go) by train, by boat, etc.

To judge by, to go *by* (= to decide according to).

This machine works *by* steam, *by* electricity, etc.

This table is made *by* hand, *by* machinery.

The moon does not shine *by* its own light.

By candle-light, *by* the light of the sun, etc.

By the laws of bankruptcy he cannot give his house to anyone now (= according to the laws).

By oneself (= alone). He did it *by* himself (without help).

I was quite *by* myself.

By night, *by* day.

{ He works *by* the day, *by* the week, etc.

{ He is paid *by* the day, *by* the week, etc.

He won the race *by* 50 yards.

By degrees, step *by* step, day *by* day, one *by* one, two *by* two, etc.

By the way (used to indicate something not essential to the piece in question).

By chance, *by* accident.

By permission of.

By land and *by* sea.

IDIOMS WITH "WITH."

To fill with (but to be *full of*).

I shall go *with* pleasure, *with* reluctance, etc.

To be angry
 annoyed
 disgusted, etc. } *with* (a person).

To agree
 disagree } *with*.

To quarrel
 fight
 argue
 discuss, etc. } *with*.

In accordance *with*.

With the intention of ——.

To inspire (anyone) *with* (enthusiasm, hope, etc.).

What is the matter *with* you? There is nothing the matter *with* me.

To be acquainted *with*.

To compare *with* (also *to*).

Exercise on "With" and "By."

Fill in the spaces in the following:

I. I was all —— myself in my house, when the news of the failure of the bank reached me. —— good luck I had drawn out most of my money beforehand, having been warned —— a friend of what might happen. A declaration had been made —— the directors that the creditors of the bank would not lose everything, but would be probably paid in full —— the end of the financial year. However, I went —— the next train —— the intention of seeing the manager, but found that —— the laws of bankruptcy nothing could be given back to the creditors until the question had been settled —— the law courts. I discussed the matter —— a number of people I met, and came to the conclusion that I should get my money —— the time my obligations fell due. I accordingly returned home —— a light heart, inspired —— confidence and hope.

II. I prefer going to the Barrage — night, because I love to see the water — moonlight. It is usual to hire a boat — the day, but we hired it — the week, so as to enjoy many nights on the water. — plenty of food on board, and — a large party of friends, nothing can be so enjoyable as an excursion in a boat driven — the wind. A boat that goes — steam is less interesting to my mind, as the journey is apt to be uneventful. I am sure anyone I invite will accept — the greatest pleasure.

III. MARKETING IN PERSIA.

As I live close — the market, I often go in to buy my provisions for the day. I have a servant who works — the day, but he is often too busy to go, so I leave him — himself. Sometimes I meet men — the roadside selling vegetables, and I thoroughly enjoy bargaining — them. Sometimes they sell me their wares — a reasonable price, and sometimes they demand so much, that I get quite angry — them and turn on my heel. I am always interested and amused — the bustle and noise of the market, and one frequently sees men quarrelling violently — one another about the most trivial matters, even seizing each other — the throat. But I refuse to be disconcerted — their excitable ways, and if I cannot make myself understood — Persian, I call someone to help me, and we argue — the sellers together. The other day I was very angry — myself for giving a man five shillings for what I could have got — three, had I bargained — more patience, and had I been less annoyed — the man for keeping me waiting. But compared — shops where the prices are fixed, the open market is undoubtedly more entertaining.

x

At, in.—*At* is used with places, usually small towns and villages, while *in* is used with countries and large towns.

Ex. He lives *at* Luxor, but his brother lives *in* London.
I have been staying *at* his house *in* France.

IDIOMS WITH "AT."

At home.

At war.

At peace.

At a price (see warning in preceding chapter).

At a speed, at a rate.

I have been working *at* this all day.

At any rate (=at least) I have done two pages.

At least, at most, at the most; at last, at first.

At the theatre, at an entertainment.

To be surprised *at*.

Angry,
Annoyed,
Disgusted, etc., } at (a thing). (I was disgusted at his
conduct.)

At the beginning, at the end.

At night. (Warning.—With *day* we must use *by*: *by day*.)

At five o'clock, etc.

At meals, breakfast, dinner, etc.

At a time.

To throw stones, etc., *at*. (They threw stones *at* him.)

(In the passive say: He had stones thrown *at* him.)

At the mercy of.

To work *at* (mathematics, carpentry, English, etc., etc.).

At sea,

To laugh *at*, mock *at*, jeer *at*, etc.

To rejoice at.

To sit *at* a table, *at* table.

To look *at*.

IDIOMS WITH "IN."

In general (= generally).

In debt.

In ink, *in* pencil, etc.

He is *in* a rage, a fury, etc.

In sight (= near enough to see).

In fear, *in* terror. (I was *in* great fear lest he should be ill.)

In play (the cat only scratches *in* play).

In anger (do not speak *in* anger). To get *in* a rage (passion, fury, etc.).

In distress, sorrow, etc., *in* prosperity (expressing states or conditions in which a person or thing may be). Ex. The house is *in* (a state of) disrepair (ruin, decay). He is *in* (a state of) great distress.

In pieces. (The statue was made *in* pieces which were afterwards put together.)

In the evening, morning, day-time, *in* the night, etc. (But *at* night.)

In time (= punctually, also *after some time has passed*).

In a style. (This house is built *in* Arabic style.)

In a manner, *in* a way.

In health, *in* good health, bad health, etc.

In flower, *in* leaf. (The tree is *in* flower, *in* leaf, etc.)

To fall *in* love *with*.

In (a language)—he wrote *in* English.

In case (= if by chance). (*In* case you do not know, I will tell you.)

In vain.

To be interested *in* a person or thing.

Indoors.

To set *in* motion.

In a direction.

In conclusion.

To indulge *in*, indulgence *in*.

Warning.—Be careful *not* to use this preposition after such phrases as :

1. “to do one’s best,” “to endeavour,” “to work (hard)”;
2. “to read,” “to study”;
3. “to live” (a life);
4. “to pass” (an examination).

Examples of correct form :

1. We must do our best to help our neighbours.
2. The Portuguese endeavoured to find a sea route to the Indies.
3. They worked hard to improve methods of navigation.
4. I have been working (hard) *at* geometry.
5. I saw him reading a book (no preposition).
6. I have been studying geometry (no preposition).
7. He lived a happy life.

Exercise on “At, In, By, With.”

Fill in the spaces :

When I am — home, I work — the garden — the morning, read or write — the afternoon, and visit my friends — the evening. I rise — sunrise, which keeps me — good health, and — general I go to bed — ten o’clock. I keep no gardener, for a paid gardener seldom does things — the way I prefer; — least such has been my experience. When the trees are — leaf, nothing is more delightful than long walks — the country — the sunshine, and especially — the early morning when the dew-drops glisten on the foliage, and the birds sing — all their power, filling the air — melody. —

noon the heat becomes intense — these latitudes, and one must take refuge from it — the house. — the evening a fresh breeze springs up, and the rays of the setting sun flood the country-side — a soft golden radiance, filling the soul — an indescribable sense of peace. — countries where the twilight is prolonged, this sense of quiet sadness has inspired many poets — great thoughts, and — such a scene was Gray's Elegy — a Country Churchyard conceived. The fading light, the distant sounds, the thoughts of coming darkness suggested the transitoriness of human life, and — such a time, surrounded as he was — monuments of decay, the poet was moved to write about the humble villagers who lay — their tombs around him, and to think of what they might have become, had they moved — the great world and had the opportunities enjoyed — dwellers — the great towns and busy cities. Some, who lay forgotten — the living, perhaps — their lives courageously fought for the right, and might have become as famous as Cromwell or Hampden, whose names are written — the pages of history. Others were perchance gifted — the power of song, and might have written poetry like Milton. Yet their uneventful lives were perhaps nobler — their way than those of famous men who committed great crimes and drenched countries — blood, leaving behind them families — distress, and ruined cities. This poem is written — a noble style, and deserves the fame it has acquired — England.

XI.

On, upon.—Is used generally to express the idea of *over* but *resting on, supported by*.

Ex. He is *on* the roof, *on* the bridge, the train runs *on* rails.

It is also used with gerunds to express the idea of *at the time of, as soon as*.

Ex. *On* receiving your letter, I sat down to answer it (= as soon as I received your letter).

On reaching London, I bought a paper (= as soon as I reached).

Upon may be used in the same way as *on*, except in special idioms for which no rule can be given.

IDIOMS WITH "ON, UPON."

On consideration, I have decided to refuse (= after considering).

On condition that.

To depend *on*, rely *on* (to trust).

To decide *on* anything.

His book *on* chemistry, he wrote a book *on* geometry, etc. (In this case *on* is more usual than *upon*.)

I hit him *on* the head, etc.

To be determined *on*, to insist *on*.

On a large (small) scale.

On a dark night, *on* a lovely day, etc.

On Friday, *on* the 30th of June, etc.

On foot, *on* horseback.

Take pity *on*, have mercy *on*.

To congratulate anyone *on* his success, etc.

To live *on*, to be fed *on*, to feed *on*, etc.

To take revenge *on* a person.

To be avenged *on* a person.

To bestow a thing *on* a person.

On approval.

On the right, or left, hand.

On credit.

On trial.

On sale.

On land, *on* sea.

On board a ship.

On duty.

Into, on to.—These contain the principal ideas of *in* and *on*, but imply motion rather than rest. *In* and *on* may often be used in the same sense, though *into* and *on to* cannot always be used for *in* or *on*.

Ex. He jumped *into* (or *in*) the river and swam about *in* the water. (*Into* cannot be used for *in*, or *on to* for *on*, if *rest* is implied.)

He went *into* the house, and remained *in* it for an hour.

I threw the book *on to* (or *on*) the floor, and left it *on* the carpet.

He fell *on to* (or *on*) the ground.

IDIOMS WITH “INTO.”

To break *into* (also: *in* or *to*) pieces. (He broke the vessel *into* a thousand pieces.)

To come *into* a fortune.

To get *into* debt.

To divide *into*. (I divided the loaf *into* five parts.)

Look *into*, see *into*.

Off.—*Off* means *down from*, *away from the top* of something, the idea being the opposite to *on*.

Ex. He fell *off* his horse.

The snow falls *off* the mountain.

Take *off* your hat.

IDIOMS WITH “OFF.”

Off the coast of Spain (=at sea near the coast).

Off-hand (=without preparation). *Off* duty.

Of.—The chief meaning of *of* is *possession*

Ex. The power *of* the King.

It is also used after verbs of speaking, thinking and the like, as :

They spoke *of* many subjects. I shall think *of* you. I heard *of* it before.

Sometimes its meaning is *having*, as :

This is a matter *of* no importance (= having no importance).

She is a lady *of* consequence (= having consequence, i.e. importance).

I prefer people *of* gentle birth and good manners.

It also has an objective meaning, as : the use *of*, the discovery *of*, the knowledge *of*, the king (ruler, etc.) *of*, the fear *of*, love *of*, hope *of*.

IDIOMS WITH "OF."

To die *of* an illness, disease, etc.

Full *of*.

To be tired *of* a person or thing. (I am tired *of* reading.)

To be afraid *of*.

To consist *of*.

To be in need *of*.

The necessity *of*.

To be fond *of*.

To repent *of*.

To hear *of*.

To despair *of*.

With verbs of telling, informing, etc.

He informed me *of* his success.

Out of.—*Out of* has the opposite meaning to *into*.

Ex. He went *out of* the room.

It is also used before nouns denoting the motives of an action.

Ex. He gave the beggar money, *out of* pity for his suffering.

He refused to come, *out of* selfishness.

Out of the goodness of his heart, he sent me this gift.

To denote a part, as :

Nine times *out of* ten.

He got 80 marks *out of* 100.

Also in the sense of *outside*.

Ex. This is the largest firm *out of* London.

Out of doors (= outside the house).

He is *out of* his mind (= mad).

Out of work. *Out of* order. *Out of* use.

Out of touch (with). *Out of* hand.

About.—The first meaning of *about* is *near, surrounding, round*.

Ex. There was a moat *about* the castle.

He had many slaves *about* him.

He walked *about* the estate.

He obtained *about* 100 marks. (Distinguish *about* and *nearly*. *Nearly* 100 marks means *less than* 100. *About* means *more or less*.)

It also means *concerning*.

Ex. I told him *about* my plans.

I was much troubled *about* him.

Over.—*Over* implies that the person or thing does not *touch* or *remain on* the object of the preposition.

Ex. There is a bridge *over* the river. (The bridge does not touch the river, but rests *on* the banks.)

Over also implies *motion*, and in this case if the person or thing in question *touches* the object of the preposition, then there is no *rest* implied.

Ex. He jumped *over* the wall (not *touching* it); but:

He climbed *over* the wall (not remaining on it).

He {walked} *over* the house (=through the house, looked not remaining in it for long).

IDIOMS WITH "OVER."

He is *over* forty years of age (=more than).

I shall never get *over* this illness (=recover from).

He looked *over* the wall.

Cairo has a population of *over* (more than) a million.

They quarrelled *over* it (=about it).

Let us talk *over* it (=about it).

To gain a victory *over*.

To have (or gain) superiority *over*.

Under.—*Under* denotes *position* or *motion below*; also *inferiority, subjection*.

Ex. The boat is *under* the bridge.

The stream flows *under* the bridge.

The general has soldiers *under* him.

This department is *under* the Government.

Keep your dog *under* control.

IDIOMS WITH "UNDER."

Under the circumstances (also: *in* the circumstances).

The matter is *under* consideration, *under* discussion.

Under difficult conditions (*under* delightful conditions, etc.).

He is *under* thirty (=less than thirty years of age—compare *over*).

He obtained *under* thirty marks.

Under supervision, *under* the *guardianship* of ____.

To get *under* weigh (a nautical term meaning to set sail, to start). *Leaving*

Exercise on: "On, In, At, On to, Into, Over, Of"
and Prepositions previously given.

Fill the following spaces:

I. Lord Ullin was a proud Scottish nobleman who lived — a strong castle — Scotland. He had a daughter — whom he was very fond, and who had always lived — him from her infancy. Once a young lord, who came from an island far away — the North, visited Lord Ullin and fell — love — his daughter. He knew that the proud lord would never consent to her marrying one so poor as himself, so he decided to escape — the young lady from the castle to his home — the North, — a dark night when the snow lay — the ground. — the next morning Lord Ullin found that his daughter had gone, and he determined — pursuing her and her lover without delay. He summoned his men, and got horses, and set out immediately. Meanwhile the young lord and the lady went on — foot, leaving their footprints — the snow, and soon reached a lake which had to be crossed. — that moment a terrible storm came on, and the sky grew dark and the lake was lashed — great waves — the fury of the wind. The young lord begged the ferryman to take them — the lake, but he was afraid — the storm and refused — first. But — that moment Lord Ullin's horsemen came — sight, and the ferryman, taking pity — the young couple's distress, ventured to row them — the lake. The water became furiously rough, and the little boat was — great danger, but still they struggled on, the

young lady exclaiming that she was not afraid — the sea so much as — her father's anger. Lord Ullin reached the shore, and seeing his daughter was — danger — her life, forgot how angry he had been — her, and now thought only — how he could save her. He called out to her to come back, saying that he would forgive her and her lover if only they would return — the shore. But it was too late. The raging storm overturned the boat, throwing all — the waves, and Lord Ullin was left — the shore, childless, — terrible grief and distress — the calamity which had been brought about — his anger and lack — fatherly kindness, and — his pride.

II. Stephen came — the hot mill into the damp wind and cold, wet streets. He turned away — his own class and his own quarter towards the hill — which his employer lived — a red house — black outside shutter, green inside blinds. Going up a few steps, he saw the name "Bounderby" written (— letters like himself) — a brass plate. Mr. Bounderby was — lunch, so Stephen was shown — the parlour, where Mr. Bounderby was enjoying his chop and sherry. "Now, Stephen," said Mr. Bounderby, "what's the matter — you? You know we have never had any difficulty — you, and you have never been one — the unreasonable ones. You don't expect to be fed — turtle soup and venison, — a gold spoon."

III. The year 1746 is memorable — the annals of electricity for the discovery — the possibility — accumulating electric fluid — means — the Leyden jar.

IV. An enthusiastic crowd of workmen gathered — Blackwall to witness the launching — the *Lion*. Every man felt a personal interest — the majestic fabric that,

— the proud labours — those skilful shipwrights, had grown up — the trim piles of oak, and had taken the shape — an East Indiaman, — the days when those grand vessels were queens — the wide sea. Decked — flags from stem — stern, the sun glinting — the crimson lion that towered proudly — high, she glided gracefully from the ways amid the thunder — the cannon.

V. After many years' splendid service the ship was bought — a merchant who piled — her deck such a load that she looked like a vast block — timber stuck — three masts. Returning from Newfoundland, she was attacked — a terrible storm — snow, sleet and fog, which paralysed the handful — men who were exposed — the fury — that icy tempest. Day — day the mariners died, and her sails were stripped from off her. The sea froze — her, so that she resembled an iceberg. At last only one man was left alive, and he was the old cook. Buckling tight his belt — firm fingers, — a new light in his eyes, he seized the wheel and tried to steer her. Bit — bit his fingers stiffened, and the fire died — his eyes, and — last, just as the last drops — blood — that brave heart froze solid, the *Lion* dashed — a mountainous iceberg, and all her shattered timbers fell apart.

XII.

For.—The chief use of *for* is to express the idea of *benefiting*, as :

This book is *for* you (= to be given to you).

I have no money *for* beggars (= to give to beggars).

The soldiers fought *for* their king, and died *for* their country.

Also after adjectives, adverbs, as :

It is bad *for* you to stay up too late.

It is better *for* us to rise early.

It is good *for* us to be here.

Luckily *for* him, he escaped.

It was a sad thing *for* him to lose his friends.

With words expressing money or price :

I bought it *for* five shillings.

For how much did you sell it ?

IDIOMS WITH "FOR."

To ask *for* a thing.

He that is not *for* us (= on our side) is against us.

It is not *for* me to give an opinion (= it is not my duty to give an opinion).

He set out *for* home, he left *for* Cairo, etc. (= intending to go to Cairo).

* *For* ever.

We have enough food *for* to-day, *for* a week, a year, etc.

What is enough *for* a poor man, is not enough *for* me.

I am going to Alexandria *for* a week (= intending to stay a week).

I have known him *for* a long time, but I may not see him again *for* years.

He spoke *for* several minutes.

I exchanged my house *for* a piece of land. *with some body*

I have a great love *for* him.

I have no affection *for* selfish people.

Respect, reverence, regard, etc., *for*.

To wait *for*.

Sorry *for* (I am sorry *for* the poor man. I am sorry *for* what I have done).

Remarkable, famous, noted, etc., *for*.

Warning.—*For* must not be used in the sense of *because of, in consequence of*, as :

(I was delayed *for* the lateness of the train.) Say : I was delayed *by (in consequence of)* the lateness of the train.

To.—The chief use of *to* is with the indirect object of verbs of *giving, telling, and speaking*, as :

I gave it *to* him. He spoke *to* me.

Also to express motion towards :

He went *to* Paris.

To the south (but : *in a southerly direction*).

Warning.—Avoid using *to* after verbs denoting *departing, leaving*. Say :

He left *for* Paris. He started *for* Rome.

IDIOMS WITH “To.”

The story you have just related is nothing *to* what I shall tell you (= compared with what I shall tell you).

The mountains of England are nothing *to* those of India.

With regard *to* (= concerning).

Set *to* music.

Go *to* sleep.

From ten *to* fifteen years of age.

What is that *to* me? It is nothing *to* me, it does not matter *to* me.

Exercise on Prepositions previously given.

Fill in the spaces :

The year 1591 is memorable — an action which is unsurpassed — devoted heroism even — the naval records

of Britain. — that year a squadron — seven ships, — the command — Lord Thomas Howard, — Sir Richard Grenville flying his flag — board the *Revenge*, was lying — the Azores, when the admiral learnt — the approach — a Spanish fleet — 50 ships — Don Bassano. The English squadron put — sea to avoid such an overwhelming force, but the *Revenge* was delayed getting — weigh as some — her crew were — shore, but Sir Richard Grenville endeavoured to run the gauntlet through the vast fleet which surrounded them, but was unable to avoid the *St. Philip*, of 1500 tons, carrying 78 guns. The *Revenge* had but 100 men fit — duty, the rest being prostrated — sickness. They sank the three-decker, however, but were soon afterwards boarded — four Spanish ships at once. The unequal fight was maintained — three — the afternoon till midnight, — which time the vice-admiral received a bullet — the body. He was then carried below, to have his wound dressed, and was then struck — another bullet — the head. Still his men fought on and sank the third — the Spanish ships, driving the fourth ashore; desperately they continued the fight till daybreak, when the ship was reduced — a mere wreck, and her decks were covered — dead and wounded. Yet, though the ammunition was all expended, and resistance was hopeless, the remaining officers and crew refused to yield, unless they were promised their liberty. — this the Spanish admiral agreed, and then the *Revenge* was captured — 53 ships — a loss of — 1000 men.

A noble poem sings the valour — these gallant sailors, whose fame will live as long as the British Empire shall last.

XIII.

Among, between.—There is an important distinction to be observed in the use of these prépositions; *among* is used with more than *two* persons or things, and *between* with *two*. (The word *between* contains a form of the word *two*, an old form, *twain*,—it is therefore made up of the words *by twain*, and cannot, therefore, be used in speaking of more than *two*.)

Ex. *Among* savages many superstitions are believed.

My house lies *between* yours and his.

There is said to be honour *among* thieves.

The sea lies *between* France and England.

Wireless telegraphy is *among* the most remarkable of modern inventions.

Amongst has the same meaning as *among*.

Warning.—*Between* must not be used with the verb *to compare* (see page 135).

From.—*From* implies *origin, departure, or distance.*

He comes *from* London.

He started *from* home; he is far *from* home.

This accident arose *from* his habit of driving too fast.

It is 238,000 miles *from* the earth to the moon.

IDIOMS WITH “FROM.”

From what you say (=according to what you say), I am inclined to think it true.

I cannot form an opinion *from* that.

He will soon recover *from* his illness.

To prevent—*from*.

Warning.—Do not use *from* instead of *among*.

Ex. This is *among* the most beautiful things I have seen.

See also idioms of *anger*, *sorrow*, *fear*.

Before.—*Before* refers either to time or to place.

Ex. *Before* to-morrow.

Before the judge.

IDIOMS.

The matter is *before* the court (=under the consideration of).

To set a thing *before* someone (=to submit to the consideration of).

After.—*After* usually refers to time.

After the ceremony. *After* this year.

It also refers to place in certain idioms.

To run *after*, to go *after*.

His work was a long way *after* the work he imitated (that is, inferior to).

After Schiller (adapted from Schiller).

NOTE.—To look *after* (to take care of).

Behind.—*Behind* is more usual than *after* in speaking of place.

Ex. He stood *behind* the house.

Against.—*Against* implies opposition.

We are fighting *against* fearful odds.

It is hard to row *against* the current.

IDIOMS WITH "AGAINST."

I did it *against* my will (in spite of myself).

That is *against* my wishes.

I have nothing *against* him (I have no objection to him).

To bring an accusation *against* anyone.

Exercise on "Among, Between, From, For, To," and prepositions previously given.

Fill in the spaces:

A king once sat — the edge of a high cliff that leaned — a raging whirlpool — the sea, surrounded — his courtiers. Now he was very fond — excitement, and had no regard — human life. Holding aloft a golden cup which he held — his hand, he cried out that he was going to throw it down — the raging waters, and would give it — anyone who would dive — the sea and bring it back. He stood looking round him, waiting — an answer — some time, and — last a man stepped forward and agreed to do what the king demanded. The king then cast the cup down — the sea, and all leaned — the edge of the cliff watching it sink — the dreadful gulf. The sea was raging furiously, and the waves chased each other round and round, — a bubbling, gurgling and hissing noise, as when water is thrown — fire. — this awful confusion, the intrepid man dived. — some minutes he did not appear, and the onlookers had given up all hope — seeing him again, when he rose — the surface holding the cup — his hand. His appearance was greeted — loud cheers, and when he returned — the top — the cliff, he related what he had seen. — first he had been whirled round and

round — the water, and was terrified — the eyes of huge monsters that glared — him. Suddenly — a rare chance he saw the cup standing — a ledge of rock whither the waters had carried it, and clutching it he had struggled — the surface. The king was delighted — the man's courage and strength, and at once resolved to put him — a still greater test. He took off a ring — his finger, and promised to give the man his daughter — marriage if he would bring it up — the sea. The brave diver, who was afraid — nothing and shrank — no peril, consented, and the king flung the ring — the cliff. The diver sprang after it, and all eyes were now turned eagerly — the spot where he was seen to sink. — many long minutes the courtiers waited breathlessly — the diver to reappear, but saw no sign — him. Meanwhile the waters raged, — bubbling, gurgling, rushing, splashing and hissing — a dreadful clamour. But the diver never reappeared. The force of the whirlpool had been too strong — him, and the king now repented — his rashness in asking — more than human strength could endure, and all felt sorry — the poor man who had lost his life — such a purposeless manner, merely to gratify the king's love — excitement.

XIV.

Through.—The usual meaning of *through* is *from one side to the other*, and conveys the idea of passing or piercing, going *in and out of*.

Ex. He walked *through* the forest (=from one end to the other).

The arrow was so swift that it went *through* the steel breast-plate.

I threw the book *through* the window.

It also has the meaning of *owing to*, *thanks to*.

You have lost it *through* your carelessness.

He destroyed it *through* wantonness.

He lost his money *through* extravagance.

Since.—*Since* governs a noun denoting past time.

It has been raining *since yesterday*.

Since last month the weather has improved.

The verb is generally in the *present perfect* tense, or the *past perfect*.

Warning.—Be careful not to use *since* if the principal verb is *past*. In such cases use *ago* after the noun denoting the time of the past event.

He came three weeks *ago*.

“A year *ago* I was not born,” said the lamb.

Since may be used before a noun of time when the verb is *past perfect*, however, as :

The Nile had not risen *since* the preceding year.

If the verb is *present perfect* and indicates that the action is *continuing in the present*, use *for*, as :

I have been here *for* three weeks ; or omit it, as :

I have been here three weeks, (meaning *I am still here*).

He has lived in Cairo *for* many years (= he is still living in Cairo).

Also if the verb is *past perfect* and the action *continues till a given time in the past*, as :

He *had lived for* many years in Cairo, when I saw him.

Do not confuse the preposition *since* with the conjunction introducing temporal clauses, in which case the past tense may be used after the *conjunction*.

Ex. There had been no rain since the year before.
(Principal verb is *past perfect*.)

There had been no rain since I *was* in Cairo. (Conjunction—verb after *since* in the *past*.)

Note the following examples (verbs *present perfect*, or *past perfect*):

Ex. 1. I have not been there since *last year* (or any time in the past).
 2. This monument has lasted since the foundation of Rome (until *now*).
 3. Such a general had never been known since Julius Cæsar (that is: until some time in the *past* referred to in the context).

Exercise on “Since, For (of time), Ago.”

Fill in the spaces:

1. I have been here — a long time. 2. I left Cairo three weeks — and have lived in Alexandria — then.
3. No such Sultan had arisen — Suleiman the Magnificent. 4. — how long do you expect to stay there?
5. I returned home after several years, and had not seen my parents — the day I left. 6. I have known this boy — a long time and can testify to his honesty.
7. — when have you been living in this house? 8. I have now lived in it — five years. 9. Man is thought to have dwelt on the earth — many thousands of years.
10. Such a thing had not happened — the beginning of the world. 11. Pompeii has never been rebuilt — its destruction by the eruption of Vesuvius. 12. France has

been a republic —— 1871, it has, therefore, had no kings —— over 40 years. 13. When the great revolution broke out, the monarchy had been supreme —— many hundred years. 14. —— when have you known him? 15. I have known him —— many years. 16. The art of weaving has been known —— many thousands of years. 17. The museum has been closed —— a month. 18. The tower was struck by lightning a month ——. 19. It has accordingly been closed for repairs —— then. 20. I have not been there —— I first came to the town.

General Exercise on ALL Prepositions.

Fill in the spaces :

1. The Roman games, which were held —— the amphitheatre, used to be the greatest amusement —— the Roman populace. Hundreds —— gladiators met —— single combat, and hundreds were sacrificed —— the savage instincts —— the people, who delighted —— the sight —— human blood. Sometimes the gladiators fought —— swords ; sometimes one was armed —— a sword, while his antagonist was armed —— a net and a dagger, and strove to entangle his adversary's sword —— the folds —— his net ; sometimes slaves were condemned to be torn —— pieces —— wild beasts that were let loose —— the arena. The vast Coliseum —— Rome was capable —— containing many thousands —— spectators, and the Emperors often graced the spectacle —— their presence. —— these occasions the gladiators used to salute the Emperor before beginning to fight —— raising their swords aloft and crying : "We that are now to die greet thee !" These gladiators were all carefully trained —— fighting —— special schools, before entering the arena, and their skill raised the excitement —— the spectators —— the highest pitch. If

one gladiator had his opponent — his mercy, he sometimes appealed — the people to say whether he should kill him or spare him ; the people decided the question — raising or depressing their thumbs. The Emperor Nero took the greatest delight in these spectacles, and — his reign large numbers — lions, tigers and elephants were imported — Africa and Asia, and the performances took place — a prodigious scale. At last the people became so accustomed — these sights that they demanded gladiatorial shows as a right, and the government had to provide them free — charge in order to prevent disorder — the city. — fact, these savage and degrading customs were no doubt — the many causes — the decay of the Roman greatness, for public morality was debased — them — general, and the desire — gross and lavish entertainments produced a selfishness which had no regard — human suffering, and paved the way — the great change which was brought about — the fall of the Roman Empire.

II. The reign — Suleiman the Magnificent was — every way the most glorious period — Ottoman history. — this great ruler, justly called — his countrymen “The lord — his age,” the Ottoman Empire enjoyed a position — the nations — the world which had never before been attained — any, and which no subsequent Sultan has succeeded — regaining. Throughout Europe the sixteenth century was one — progress and enlightenment. The chaos — the Middle Ages was — an end. The revival — learning, the wealth — the New World, and the centralising — authority — the hands — strong and capable monarchs were leading — the more orderly and prosperous conditions — the modern epoch. — this general advance, the Turks not only kept pace — the times, but — many ways showed

superiority — all other nations. — military organisation, especially — regard — artillery, they were ahead — all their rivals, while in financial and judicial administration — his empire, — his high character and ability — war and peace, Suleiman can more than bear comparison — any — the great sovereigns — his time.

III. — the North Pole the whole sea and land are covered — ice, and the ice extends — so many miles around it, that only one explorer has ever reached it, — the beginning of the world. — the winter the sun never shines — it at all, while during the summer it never sets, keeping low down near the horizon all the time. Many brave men have sacrificed their lives — the search — the Pole, starting out — the summer time — specially constructed ships, which were sometimes caught — the ice and held fast. The usual method of travelling is — sledges drawn along — the ice — dogs which are very hardy and can withstand the cold. When the sun reappears — the end of the long winter, some of the ice begins to melt, but never enough to make the air much warmer. People have to clothe themselves — thick furs, and even then find it difficult to keep warm. The Esquimaux build houses — snow, and make windows — flat pieces — ice, and live — such animals as seals, which abound — the sea, and provide the inhabitants — these desolate regions — oil and fat, and skins — which they can clothe themselves. Of course — the Pole itself, scarcely any form — life exists, and the Esquimaux live — some distance — it.

IV. The clothes now worn — Europe are — a very different fashion — those worn — our ancestors. — the French Revolution trousers were not worn — people

— fashion, but knee-breeches and stockings. The gentlemen wore large wigs which they covered — powder, and the ladies — the reign — Louis XV. dressed their hair — building it up — a great height — frames, and — England — this period they indicated the political party — which they belonged — the number of small black patches they stuck — their faces. Gentlemen were not ashamed to wear elaborate frills and cuffs — costly lace, and richly embroidered silk waistcoats; while they adorned their shoes — large buckles and red heels. Earlier than this, — the Elizabethan period, the ladies wore enormous hoops — their skirts, and huge starched ruffs — their necks, consisting — costly muslin or cambric. The men had tightly-fitting hose — their legs, and ruffs — their necks similar — those worn — the ladies. The dress — the ancients was, — the other hand, much more simple. The Roman men wore the *toga*, a loosely-fitting gown fastened — brooches, with sandals — their feet, while the dress — the women was equally simple. The Roman Emperors dyed their clothes a purple colour, reserving it — their own use, and Nero severely punished any — his subjects who presumed to appear — the royal colour — public. Trousers they regarded as garments worthy — barbarians.

V. The monument erected — Heliopolis — memory — the French pioneer — aviation, Louis Mouillard, was unveiled — Sunday — most imposing ceremony. Louis Mouillard was the first man to apply his close observation — the method of flying natural — large birds — practical ends. He conceived — a flying-machine consisting — one or two planes, inclined — the wind and driven against it — some motive power, and sustained — the pressure — the air — the

under side of the plane. His experiments — this direction were not crowned — success, but other inventors have adopted his ideas and have succeeded — many experiments and many failures — achieving what Mouillard was not destined to see, namely, a practical flying-machine capable — supporting considerable weights and — flying great distances — comparative safety and — tremendous speed. No doubt the future will bring forth still greater improvements — these wonderful machines, which are still far — having attained that perfection which is necessary — perfect safety.

- VI. 1. This book is not suitable — young children.
2. Savages will often exchange their beads and ornaments — nails or pieces of iron.
3. He was much annoyed — the bank-notes turning out to be false.
4. He was consequently unable to exchange them — gold.
5. The explosion was so powerful that the whole town was strewn — fragments, and many windows were smashed — the vibration.
6. The ancients measured time — a double glass vessel, — which the upper part was filled — sand, which trickled slowly — the lower part.
7. My eyes were so full — dust, that I could not distinguish one thing — another.
8. I cannot at present decide — the matter definitely.
9. The sun is too strong — day to go out without protecting the eyes.
10. I cannot agree — you that such a precaution is necessary.
11. Your statement does not agree — your actions.
12. It would be foolish to work — such a manner.
13. The heat was so great — night that I had no rest.
14. He threw a stone — me and hit me — the nose. Another stone hit my companion — the eye.
15. The ship was completely — the mercy of the waves.
16. Do you ever go — the theatre? Yes, I was — the theatre last night.
17. I spent the morning working — algebra.

18. I cannot afford to purchase it — such a price. 19. No doubt it would be cheaper — London. 20. They laughed — me when they heard I had sold it — so little. 21. What is useless is dear — any price. 22. • Although Egypt is not an island, it is only accessible — sea, owing to the deserts — which it is surrounded ; that is, unless one is willing to travel — camel, or — horse-back — many weeks at a time. 23. They sat down — table and enjoyed a hearty meal. 24. I dislike sitting — a small table — meals. There is not enough room — the crockery. 25. Allow me to congratulate you — your success. 26. The best way to take one's revenge — one's enemy is to forgive him, and so make him one's friend. 27. I insist — your showing me your work to-day. 28. I am afraid — the consequences of my action. 29. The fear — punishment keeps many people — crime. 30. The greatest of all victories is the victory — oneself. 31. Hannibal won a great victory — the Romans, but was defeated — the end. 32. Fabius fought his battles — difficult circumstances. 33. An impulsive man should keep himself — control. 34. Unless he can keep his dog — control, he had better destroy it. 35. We sailed up the river — a lovely day — delightful conditions. 36. I left Europe — Africa many weeks ago. 37. Cairo is — the largest towns in the world. 38. I lived there — five years. 39. I have no respect — a man who wastes his time, and who shows no regret — the loss — opportunities — doing good. 40. He lost the race — his dilatoriness. 41. Having no ink, I wrote — pencil. 42. The king bestowed valuable gifts — his favourites. 43. I was surprised — his success. 44. — what terms will you let your house ? 45. If we look — things — only one point — view, we become narrow-minded. 46. I heard — the disaster too late to

offer any help. 47. A signature is not legal unless it is
— ink. 48. He worked hard — history. 49. The
authorities have taken the matter — consideration. 50.
• I can place no reliance — his promise or trust — his
word. 51. The wind is — a northerly direction. The
ship will therefore sail — the south.

XV.

ABSTRACT NOUNS.

Besides the Verbal Nouns in *-ing*, most verbs have nouns derived from them, which are formed in various ways, as :

Know, knowledge ; see, sight ; renew, renewal ; deny, denial ; declare, declaration ; pursue, pursuit.

These can often be used more effectively than the verbal noun in *-ing*, as :

The *introduction* of the silk-worm into Europe proved very profitable. (Instead of : The *introducing*, etc.)

In the case of such verbs as have no such derived noun, it will be necessary to use the noun in *-ing*, as *take, taking* ; *make, making* ; or it may be preferable in such cases to use the word derived from the corresponding Latin root, as : *capture* (for taking), *manufacture* (for making). Care must be taken in such cases that the abstract noun used has the exact meaning required. For example, we can say "The *manufacture* of glass" for "The *making* of glass," but we must say "The *making* of excuses"; the reason being that, while "manufacture" has one meaning, "to make" has several shades of meaning. In some cases

the noun in *-ing* is used in the same way as the derived noun, as: *undertake, undertaking*.

Ex. This *undertaking* has failed.

In some cases, the derived noun has acquired a sense independent of the common meaning of the verb, as *break, breach; bake, batch; thrive, thrift*. In such cases we can use the noun derived from the corresponding Latin root, as *fracture* or *rupture* for *breaking*.

Breach corresponds to *break* in meaning in certain phrases, as: *to break* a law, a rule; and *the breach* of a law or rule.

Abstract nouns are also formed from adjectives, as: *supreme, supremacy; rare, rarity*. In some cases nouns taken from the corresponding Latin root are used, as: *near—nearness or proximity*.

NOTE.—Avoid the use of the cognate object. Use an appropriate verb with each noun.

As a general rule, verbs ending in :

Ex.

-ate	form nouns in	-ation	confiscate	—confiscation
-fy	„	„	stupefy	—stupefaction
			crucify	—crucifixion
			personify	—personification
-ise	„	„	authorise	—authorisation
-ize	„	„	realize	—realization
-age	„	„	manage	—management
except where one of these endings is part of the root, as in <i>debate, hate, defy, despise</i> .				

NOTE.—*Advertise, advertisement; recognize, recognition.*

Examples of abstract nouns :

Verb.	Abstract Noun.	Noun from Latin Root.	Other nouns used.
Allay	{ alleviation	—	—
Alleviate		—	—
Annoy	annoyance	—	—
Bear	—	—	endurance
Catch	—	capture	—
Cease	cessation	—	—
Despise	—	contempt	—
Draw	draught	traction	design (drawing)
Enter	entry, entrance	—	—
Finish	—	completion	—
Follow	—	sequence	—
Hate	hate, hatred	—	—
Hide	—	concealment	—
Keep	—	maintenance	preservation
Mend	—	repair	—
Obtain	—	—	acquisition
Prevail	prevalence	—	—
Run	—	course	—
Rub	—	friction	—
Seize	seizure	—	—
Starve	starvation	—	—
Strike	—	—	blow
Try	trial	attempt	endeavour

Exercise.

Substitute an abstract noun for the sentence, clause or phrase italicised in the following, taking care to keep the sense unaltered. Make any necessary changes in the construction. If the verb is modified by an

adverb, substitute an *adjective* qualifying the abstract noun.

1. It is part of a soldier's duty *to bear* fatigue.
2. The Spanish fleet *was destroyed* ; this was a great blow to Philip.
3. The minister made it his first duty *to pacify* the country.
4. It is certain *that the Persians were supreme* on land at that time.
5. *He failed* to subjugate the rebels ; this was a severe blow to his pride.
6. The government has determined *to extirpate* the cotton-worm.
7. *You have inferred* that I determined *to prosecute* him ; this is quite unjustifiable.
8. *My having failed* merely decided me *to try again*.
9. War causes commerce *to cease*.
10. The tower *subsided* ; this made it necessary *to reconstruct* the foundations.
11. Such conduct deserves *to be despised*.
12. A nation whose defences are disorganised cannot hope to *be secure* from attack.
13. It does you credit *that you have tried* to benefit your friend.
14. The committee discussed the *question whether* neutral ships *could be seized* in war-time.
15. Troy *was taken* by the Greeks ; this formed the basis of a story which has become famous.
16. The moon *is very near* the earth ; this makes its influence on the tides greater than that of the sun.
17. It is desirable for the good of the state *that all parties should work together* in this matter.
18. It is important *that the roads should be mended* frequently.
19. *To obtain* great wealth does not always bring satisfaction.

20. There is no doubt of the fact that *he has mastered* English thoroughly.
21. It is a dangerous thing *to know* a little.
22. *To keep* the peace is the desire of most statesmen.
23. I regret I am unable *to lend* you such a sum.
24. It has been a problem to scientists *how* certain birds *fly*.
25. *To heap up* riches is vain.
26. Tenses *follow one another in a certain way*; this is very important.
27. *He bequeathed* large sums of money to the hospital; this was very generous.
28. I see *nothing* which would induce me to abandon my position.
29. *The fact that* his friends *betrayed* him filled him with bitterness.
30. Timon of Athens *refused* to live among his fellow-men; this was due to *the fact of their having been so ungrateful* to him for his generosity.
31. I consider that your disappointment *does not justify* your bitterness.
32. A house-keeper was appointed *to superintend* the servants.
33. His elevation to the post of governor *made him unpopular*.
34. The work of the ancient artists *cannot compare* with the modern as regards perspective.
35. *He spoke very fluently*; this delighted the audience.
36. *To allay* pain is the aim of the medical profession.
37. The bridge *has been finished*; this will increase the value of the land by the river.
38. *If the law is altered* it may cause confusion.
39. The authorities found that people would obey such a law only *when compelled*; they desired *that it should be obeyed* willingly.
40. The enemy *tried several times* to take the town by storm.

41. Wireless messages *can be transmitted* to great distances ; *this* is a great boon to ships.
42. *He was transferred* to another school ; *this* was by his own wish.
43. *To convey* goods by sea is cheaper than by land.
44. We shall travel after the snow *melts*.
45. *It surprises me that* railway accidents *should be so rare*.
46. *They presented* a handsome testimonial to their president ; *this* gratified him much.
47. The negotiations *being broken off* led to war.
48. To watch plants *growing* interests me greatly.
49. *They conceded* many points ; *this* was very gratifying to their opponents.
50. *It* will take time and patience *to solve* this problem.
51. *To advertise oneself* continually is vulgar.
52. *The fact that* accidents *are rare* is a great credit to the administration.
53. *It* is important that good order *should prevail*.
54. *He opposed* my plans ; *this* annoyed me greatly.
55. *Hostilities ceased* ; *this* was a relief to all parties.
56. He became rich *when* the value of his discovery *was recognized*.

APPENDIX.

SPECIAL DIFFICULTIES.

To beat.—This in its primary meaning always implies striking *with a stick*, and cannot be used as a synonym of: strike, hit. Thus:

Mohammed *beats* the donkey ; but

I *struck* him with my fist.

The blacksmith *strikes* the iron, while it is hot.

N.B.—The verb *to kick* is used to express *striking with the foot*.

Its secondary meaning is “to defeat, overcome,” as

We have *beaten* our enemies.

I *beat* him by five marks in the examination.

To catch.—This means “to seize something which is moving quickly or which is trying to escape”; sometimes “to seize a thing suddenly.” Thus:

The player *caught* the ball.

The cat *catches* mice.

They *caught* the prisoner who had escaped from prison.

He *caught* him by the throat (suddenly).

To catch cannot be used of merely *taking*. Thus:

He *seized* the hilt of his sword.

He *took* up a pen.

Note the following idioms:

To catch cold, to *catch* a disease (infectious).

To catch hold of (= to seize).

To catch sight of.

Exercise. Fill in the spaces :

1. He — his antagonist by the throat, and — him in the face with his fist.
2. The wood-cutter — the tree with his axe.
3. The sun — the mountain top.
4. I — a pen and wrote my dictation.
5. The slave was — for dishonesty.
6. The policeman — the thief.
7. I saved myself from falling by — a bush that grew on the rock.
8. You will — cold if you get wet.
9. The lion — his prey with his claws.
10. I — a stick and — the dog.

To compare.—This is a transitive verb, taking no preposition before its object. The second of the two things compared may be preceded by *with*, *to*, or *and*. *Between* must not be used at all with this verb.

Ex. We can compare London *to* Paris,
 We can compare London *with* Paris, or
 We can compare London *and* Paris.
 If we compare China *and* India, we observe great differences.

Between may be used with the nouns *comparison*, *resemblance*, etc.

There is no resemblance (or comparison) *between* Iceland and Egypt.

To cut.—This word means *to divide with a knife or other sharp instrument*, as :

I *cut* the cloth into two pieces with a pair of scissors.

It must not be used in speaking of distances; say:

To *traverse* a distance.

To *cut off* means to sever a part of anything by cutting, as:

It is necessary to *cut off* the dead branches from the trees (or to *cut* the dead branches *off* the trees).

To *cut down* means to *fell*, or cause to fall by cutting, as: The woodcutters *cut down* the trees.

In speaking of corn use *to cut*, as:

They *cut* the corn at the end of summer.

To *cut up* means to *cut into small pieces*.

To denote dividing otherwise than with a cutting instrument, use some such expression as *to tear*:

Ex. My coat is *torn*.

The above expressions may have figurative uses, as:

The besiegers *cut off* all supplies from the town.

The army found its communications *cut*.

The department are trying to *cut down* expenses.

N.B.—Distinguish such phrases as:

I *cut* my finger, and I *cut off* my finger.

To dress.—In speaking of clothes always use *to wear*, or *to put on*, if *clothes* or any article of clothing is the object of the verb, as:

Ex. 1. *Put on* your hat.

2. He *wears* patent leather shoes.

To *dress* may be used if the object of the verb is the *person*, as: I *dressed myself* quickly this morning.

Go and *dress yourself*.

NOTE—*To put on* denotes a simple action; *to wear*, a continuous one. Distinguish: He *puts on* his hat, he *wears* a hat, and he *is wearing* a (his) hat.

Ex. People who *wear* hats, *put* them on when they go out of doors. I am not *wearing* my hat now, because I am indoors.

To dress may also be used without an object, as :

He *dressed* quickly (that is, himself).

It has further the special meaning of "to prepare," as :

To *dress* skins (to make them into leather) ;

To *dress* a wound (to bandage a wound).

To *dress* the hair,—a *hairdresser*.

To enjoy, to feel.—These verbs are transitive, and cannot therefore be followed by the preposition *with*.

Ex. He *enjoys* good health. We *enjoyed* a good holiday.

I *feel* sympathy for him.

To feel may be used intransitively if it is followed by an adjective, as :

I *feel* angry, I *feel* sorry.

The reflexive form, *to enjoy oneself*, has an intransitive meaning, as :

We *enjoyed ourselves* immensely.

Avoid such blunders as : "We *enjoyed ourselves with* a happy day." Say : "We enjoyed a happy day."

To be found must only be used in a *passive* sense (=to be discovered). Avoid such expressions as :

Volcanoes *are found* in the moon ; many gardens *are found* in Cairo.

Say :

Volcanoes *exist* in the moon ; *there are* many gardens in Cairo.

To make up one's mind is an expression which must be followed by an infinitive, and not a clause conjoined by *and*.

Ex. He made up his mind *to* gain his object by fair means or foul.

To need is a transitive verb, and has no preposition before its object, as :

We *need* clothes to keep us warm.

Avoid, therefore, the use of *to* with this verb, before a noun.

To play.—*To play* is used in speaking of (1) games (2) musical instruments.

Ex. To play football. To play the piano.

Drill and gymnastics are not considered as *games*, so we must therefore use some other word, as :

We have been *drilling* this morning; or
We were *drilled*.

We *do* gymnastics on Saturdays.

So also : *To do* (or *perform*) exercises.

To walk refers to the slow movement of people or animals, and must not be used for such things as ships and trains. Ships are said to *sail*, and trains to *run*, *travel* or *go*.

Have to has the meaning of *must*, and does not denote a habit.

Ex. 1. I *have to* be at school at eight o'clock.
2. It was so cold that they *had to* wear furs.

Is to, was to, etc., means *is* or *was intended to*, *destined to*, *must*.

Ex. 1. He was unconscious of the misfortunes he *was to* suffer.
2. I *am to* be ready to receive him at five.

Neither of these last two idioms must be used to denote habit, for which either the present and past tenses, or the phrase *used to* (in the past), may be used.

Must and ought.—*Must and ought* cannot be used as *past* tenses except in indirect speech ; as :

He said he *must* go.

Otherwise we must use *had to*, *was obliged to*, etc., to express a past meaning.

Too.—*Too* is *not* a synonym of *very*, but conveys the idea of a comparison of ideas. Thus :

This man is *too* generous, means This man is *more* generous *than* he ought to be, or *than* he need be.

This hat is *too* large for me, means This hat is *larger than* is suitable for me.

He is *too* young to go to school, means He is *younger than* he should be to go to school.

If a noun follows the adjective, place *a* or *an* after the adjective and before the noun, as :

He has *too large a house* for his needs.

RULES.—I. The verb dependent on *too* must be in the infinitive.

He is *too old to work*.

II. The noun dependent on *too* must be governed by the preposition *for*.

This coat is *too small for the big man*.

Combined : This load is *too heavy for the donkey to carry*.

Enough contains also the idea of comparison and takes the same construction as *too*.

Ex. 1. This child is not old *enough to go* to school.
 2. This load is light *enough for the donkey to carry*.

Exercise. I. Write five complete sentences containing *too* followed by *for*, by the infinitive, and by both combined.

II. Write the same number containing *enough*.

Such words as

Only, how, however, nearly, almost must come immediately before the words they qualify, unless special emphasis requires them at the end of the phrase.

Ex. 1. I shall send for the doctor *only* if necessary.
 2. He came *nearly* every day.
 3. You are welcome *however* often you come.

“Yes” and “No” in answer to questions.—If the answer to a question contains a *denial*, it must be expressed by “No,” even though it does not contradict the question asked. Thus :

Q. You did not forget to give my message, did you ?
 A. *No*, I did not forget it.
 Q. They will not go to Europe this year, will they ?
 A. *No*, they will not leave Egypt.

So also, if the question is asked in the form of a statement :

Q. I suppose you will not go away till July ?
 A. *No*, I shall not be able to finish my work before that.

If the answer is an affirmation, use "Yes," even though it contradicts the question :

Q. I suppose you have not brought any money with you?

A. Yes, I have brought £10.

Café.—The continental custom of drinking coffee or other drinks at small tables set out in the open street is unknown in England. There is, accordingly, no English word to represent the French "café." "Coffee-house" denotes quite a different institution, popular in England two centuries ago. The word *café*, however, is commonly used in English. The preposition used with it is *at* or *in*.

Ex. We sat at a *café* watching the passers-by.

Character cannot be used in the plural in the same sense as in the singular.

In the plural (*characters*) it means printed or written letters of the alphabet.

Ex. There are many *characters* in the Chinese alphabet.

This title is written in Old English *characters*.

In the plural it also denotes the personages in a *novel* or *play*.

Curiosity.—This word has both a subjective and an objective meaning. It denotes either (1) The *desire* to know; or (2) The *thing* about which we desire to know; something remarkable or peculiar.

The same applies to the adjective *curious*.

Ex. 1. I was filled with *curiosity* to hear the cause of this *curious* phenomenon.
 2. The Museum contains many *curiosities*.
 3. Monkeys are very *curious* animals.

The Possessive Case.—The possessive case is rarely used with nouns denoting inanimate objects, except those expressing *time*. Thus :

I will come in an *hour's* time.

He finished the book after a *year's* work.

A *day's* work, etc.

But, with nouns denoting inanimate objects in general, use *of*:

Ex. The roof *of the house*.

The pages *of the book*.

The possessive may also be used with nouns denoting inanimate objects (besides expressions of time) in a few such phrases as :

To one's *heart's* content ; one's *heart's* delight ; the *ship's* crew, passengers, etc. ; *ship's* biscuit ; at one's *fingers' ends* ; a *hair's* breadth ; the *earth's* circumference, diameter, etc. ; the *world's* work, the *world's* output of coal, etc. ; the *sun's* rays, the *moon's* light, etc. ; the *mind's* eye, one's *money's* worth, out of *harm's* way, at *arm's* length ; for *Heaven's* sake ; for *goodness'* sake ; for old *acquaintance'* sake ; for *conscience'* sake ; for *appearance'* sake ; at *death's* door ; a *journey's* end.

Etcetera.—*Etcetera* (abbreviated to *etc.*) is made up of two Latin words meaning “*and the rest*.” Any use of the word *and* is, therefore, superfluous in this case. Avoid using this word in a composition.

A common error is in the use of this word after "such as" or "as."

(Ex. I witnessed many games such as football, cricket, golf, etc.)

This is quite wrong, and must be avoided. *Such as* already means that there are other things of the kind not mentioned in the list.

One.—The indefinite pronoun *one* (possessive, *one's*) is used to denote people in general. *He, him, his, himself* cannot be used to represent it; but the pronouns *one, one's, oneself* must be used. Thus:

It is good for *one* to hear *oneself* criticised, and to have *one's* work estimated at its true value.

But *anyone, everyone, someone, no one* take *he, him, his, himself*, as:

Everyone for himself.

One of.—Remember that, if an adjective follows this phrase it is generally in the comparative or superlative degree.

Ex. Berlin is *one of the largest* cities in the world.

He is *one of the cleverest* men I know.

The museum is *one of the most interesting* sights in Cairo.

Experience is the best guide as to when to use the phrase otherwise; but, generally speaking, it should be used as explained here.

Warning.—Avoid using *from* in the sense of *one of*.

One ... another.—These may be used as adjectives.

Ex. He travels from *one* place to *another* (or from place to place).

Beware of using the indefinite article *a* in this idiom for *one*.

Each other.—*Each other* is invariable (except in the possessive case—*each other's*). *Other* never takes the plural form in this phrase. The same rule applies to *one another*.

Ex. The nations of the world have always been jealous of *one another*, and have always stood in *each other's* way.

What.—*What* may be (1) an interrogative pronoun used in direct or indirect speech, as :

I do not know *what* I saw ;

(2) a relative equivalent to *that which*, as :

Give me *what* you have ; or

(3) an adjective, as :

I saw *what* books there were.

In no case may it be followed by *of*, as :

(I saw *what* there was *of* books.)

Say either :

I saw what books there were ; or such books as there were.

The Plural.—*Adjectives* cannot take the plural form, even when they are used as nouns.¹ Thus :

The birds feed their *young*.

He founded a home for the *blind*.

The *old* suffer more from the cold than the *young*.

¹The phrase *the Ancients* is an exception to this rule.

Such adjectives must be preceded by *the*, or by some such adjective as *their*, *many*, *no*, as :

There are *no* poor in this town ; he visits *many* sick.

They cannot be used as *nouns* in the *singular*, but must have a noun after them, as :

A poor *man*, a sick *person*.

Abstract Nouns cannot be used in the plural in the same sense as the singular. Such words as :

knowledge	permission	advice ¹	friendliness	money
conduct	music	scenery	harm	furniture
dirt	dust	drill	steam	prey
can rarely be used in the plural at all.				

Work in the plural (*works*) usually denotes a *factory*, or *the writings of an author*.

Damage in the plural (*damages*) means *monetary compensation for an injury*.

Science in the plural (*sciences*) denotes various branches of science.

Wood in the plural (*woods*) means *forests* or *groups of trees*.

For *character* see p. 141.

Communication is rarely used in the plural, except in a military sense, and in the sense of *messages*. (*Avoid*, therefore, the phrase, "to facilitate communications.")

A few nouns, such as *cattle*, *deer*, *sheep* do not add *s* for the plural.

Hair is used in the singular in speaking of the *hair of the head*. In the plural (*hairs*) it means individual hairs.

Ex. His *hair* was long and grey.

¹ If the indefinite article is required say : *a piece of advice*.

First, last.—After *the first*, or *the last*, and similar expressions, use the infinitive rather than a relative clause, if the subject of the infinitive clause is the same as that of the main verb.

Ex. He was the first *to arrive* and the last *to go* (instead of : the first *who arrived* and the last *who went*).

Columbus was the first navigator *to sail* out of sight of land.

But if a new subject is introduced, use a relative clause.

Ex. *This* was the first book (that) *he* wrote.

That was the last time (that) *I* saw him.

Worth.—*Worth* is an adjective, and must never be used as a verb. Its use can be seen from the following examples :

- (1) This picture is *worth* much money.
- (2) What is *worth* doing at all is *worth* doing well.
- (3) It is not *worth* while to go so far for so little.

From the above it can be seen that it is followed immediately by a noun, or its equivalent, without any preposition.

Gender.—Inanimate objects are nearly always neuter, and must be referred to by the pronoun *it* (*they* or *them* in the plural).

The well-known exceptions are: (1) the *sun* (masc.), the *moon* (fem.); (2) *ships* (fem.).

Ex. The Titanic sank before any other ship could come to *her* aid.

In scientific language, however, these may be referred to as neuter.

(3) Names of countries standing for the nations that inhabit them.

Ex. France has made *herself* famous by *her* achievements in aviation, and *she* will doubtless show equal energy in the future.

Warning.—Nouns denoting corporate bodies as “the ministry,” “the government,” are *neuter*.

Ex. 1. The Ministry of Education has been giving *its* attention to the matter.

2. The Government has increased the salaries of some of *its* employés.

It is also possible to refer to such bodies in the plural, as :

Ex. 1. The Ministry *have* the matter in hand.

2. The Government *have* given *their* reply.

Adjectives used as adverbs. Verbs of taste and smell are followed by adjectives such as *nice*, *bad*, *nasty*, *sweet*, *sour*, *agreeable*, instead of their corresponding *adverbs*.

Ex. 1. A rose by any other name would smell as *sweet*.

2. Unripe fruit tastes *bitter*.

So also *to sound*, as :

This music sounds *delightful*.

The adjective *hard* is used adverbially in the phrases:

To work *hard*, to hit *hard*.

(*Hardly* cannot be used in this sense.)

Fast is both an adjective and an adverb :

To run *fast*. A *fast* train.

To feel, if used intransitively, takes an adjective used adverbially, as :

I feel sick. Your behaviour made me feel *uncomfortable*.

By and by.—This is an expression meaning *soon*, *presently*, and does *not* mean *gradually*.

Ex. You shall have it *by and by*.

Avoid.

1. Avoid the use of the verb *to ail*, in referring to pains or other complaints. Say :

I have a headache, toothache, etc.

I have a pain in my leg, arm, etc.

I fell sick, unwell, etc.

The verb *to ail* may only be used in such sentences as the following :

What *ails* him? I do not know what *ails* him.

But even here, it is preferable to say :

What is the matter with him?

I do not know what is the matter with him.

2. Avoid the expression *I daresay* in composition, its use being chiefly colloquial. Say : *Perhaps*, *doubtless*, *no doubt*, *probably*, *I venture to say*, etc., according to the meaning required.

3. Avoid the phrase : *to look to*,¹ in the sense of *to consider*.

(Ex. If we *look to* the history of Europe we find that wars are incessant.)

The correct form is “*to look at*,” but it is preferable

¹ *To look to* may be used in the sense of *to expect*, as : Children *look to* their parents for protection.

to use : *to consider, examine, contemplate*, or similar words, as the sense requires.

Ex. If we *consider* the history of Europe we find that wars are incessant.

When I *contemplate* the heavens, I am filled with wonder.

A close *examination* of nature reveals many marvels.

4. (a) Avoid using *to accustom* intransitively.

(Ex. I *accustom* to go to school.)

To accustom is a transitive verb meaning *to make (someone) accustomed*, as :

War *accustoms* us to the thought of sudden death.

Use the passive form *to be accustomed* if the verb has not a transitive meaning.

Ex. I *am accustomed* to rise early.

(b) So also : *used to* must not be used in the present tense. To express habits in the present say :

I am accustomed (to write).

I am in the habit (of writing); or

I write, etc.

Used to is correct in the past.

Ex. The Romans *used to* enjoy gladiatorial shows.

5. Avoid using the *cognate object*.

This is common in Arabic, but rare in English. In English its use is confined to a few phrases, as :

To *fight* a good *fight*; he *died* a terrible *death*.

Sing me a *song*.

In general do not use the noun corresponding to the verb of the sentence. Say :

To *take a walk*, to *go for a walk*.

To *fight a battle*.

To *strike a blow*.

(See note on page 151.)

6. Avoid such phrases as :

This is one of the *best* and *powerful* machines we have.

If the first of two or more adjectives is a superlative, let the others be also superlative. Say :

This is one of the *best* and *most powerful* machines we have.

7. Avoid the use of *than*, except after a comparative. *To prefer* takes *to*, as :

I prefer work *to* play.

If we wish to compare two things without using a comparative, we can say *compared with* or *to*, as :

The Rhine is a large river *compared with* the Thames but a small one *compared with* the Nile.

8. Avoid the use of the expression : ‘*How are you?*’ in greeting superiors or strangers. It should only be used to people with whom one has been on familiar terms for some time. Say :

“*How do you do?*” or use some such greeting as :
“*Good morning, good afternoon, good evening.*”

WORDS LIABLE TO BE CONFUSED.

1. Distinguish *to make*, *to let*, *to do*.

To make means (1) *to manufacture*, and must be carefully distinguished from *to do*. "What have you *done* to-day?" has not the same meaning as "What have you *made* to-day?" The latter means, "What have you manufactured?"

(2) When followed by an infinitive it means *to compel*, as :

I *made* him write his exercise again (= I ordered, compelled him to write it again).

The donkey-boy beats his donkey to *make* it go.

The steam *makes* the wheels of the engine go round.

It may also be followed by an adjective :

The sun *makes* the corn ripe.

Literature *makes* our lives brighter.

To let, on the other hand, means *to allow*, *to give permission*, as :

I *let* him go (= I allowed him to go).

He was so ill that I *let* him go home.

I *let* the book fall.

NOTE.—*To make haste*, *to make mistakes*, *to make fun of*, *to make sport of*, *to make allowances for*, *to make excuses*, *to make an apology*, *to make ravages*, *to make efforts*, *to make an attempt*, *to make a trial of a thing*, *to make an experiment*; *but* : *to do harm or damage*, *to do good*, *to do one's duty*, *to play a trick (on)*, *to commit a crime, fault or sin*.

Exercise. Fill in the spaces :

1. The soldiers were —— carry their food with them.
2. The stream —— the mill-wheel grind the corn.
3. The rich man —— his servants bring him food on a gold plate, and would not —— them leave the room until he had finished his meal.
4. The teacher would not —— the pupil go until he had finished his work.
5. The cat —— the mouse escape and then catches it again.
6. The gardener waters the garden to —— the flowers grow.
7. The setting sun —— the sky red.
8. The fire —— the water boil.
9. Surely they will not —— me die alone in the desert.
10. The rain —— the atmosphere cool.

2. Distinguish *to take* and *to receive*.

The root idea of *to take* is to obtain anything deliberately and without being given it. *To receive*, on the other hand, means to be given a thing. Thus :

The enemy have *taken* the town.

He *took* pens and paper from the table.

The thieves *took* £100 from the house.

He *received* 5 marks for his composition (= he was given 5 marks).

I have *received* a letter from my father to-day.

The poor man *received* much money.

He *received* permission to go.

To take is also used in speaking of *time*:

Ex. 1. This work *took* me a long time.
 2. I shall *take* a long time to finish this.

3. Distinguish *foot* and *leg*. These words must be carefully distinguished, as the two parts of the body are never confused in English.

Distinguish also *toe* and *finger*; the former being a part of the *foot*, and the latter a part of the *hand*.

NOTE.—The *leg* of a table, of a chair; the *foot* of a mountain, a page.

4. Distinguish *fetch*, *seek*, *search*, *bring*, *look for*.

To fetch has the meaning of “to go to a place, take something, *and bring it back*.” Thus :

Go home and fetch your books, *means* Go to your house, take up your books, and bring them back here.

Warning.—It can never be followed by the preposition *for*.

It must, therefore, be carefully distinguished from : *To seek* (for), *to search* (for), and *to look* (for), of which the meaning is : “to try to find”; e.g.:

He sought carefully for his books.

I looked for my money in all my pockets, but could not find it.

They searched for him through the whole house.

To bring means “to come, *taking something with one*.”

I have *brought* my money with me.

The following is a common error :

Bring your pen into the next room (meaning *go* into the next room). *Bring* implies *coming* but not *going*.

5. Distinguish *to steal* and *to rob*.

These two verbs, though similar in meaning, are differently used.

To steal has as its direct object the thing which is taken by the thief, as :

A thief stole my watch.

To rob has as its direct object the person (or thing) from whom (or which) the stolen article is taken, as :

A thief robbed *me* of my watch. (The thing stolen is preceded by *of*.)

My house was robbed yesterday (=things were stolen from my house).

Compare :

I was robbed. My watch was stolen.

I was robbed of my watch.

The highwayman robbed the traveller of his purse.

The highwayman stole a purse from the traveller.

6. Distinguish *scenery*, *sight*, *appearance*.

Scenery means a view of a landscape or stretch of country, as :

Mountain *scenery* is inspiring.

It cannot be used in the *plural*. It also has the meaning of the accessories of the stage in a theatre.

Sight means (1) The eyesight or power of seeing.

Ex. He has good *sight*.

(2) A thing seen, as :

What a beautiful *sight*!

It cannot be used after the verb *to have*, except in the first sense.

Appearance denotes the outward form of persons or things.

7. Distinguish *conduct* and *character*.

(Neither can be used in the *plural* in the same sense.)

Conduct denotes that which we *do* (our actions).

Character denotes that which we *are* (our nature).

8. Distinguish *contain* and *consist of*.

To contain is *to hold, to have inside, to be full of*.

Ex. A pneumatic tyre *contains* air (that is. has air inside it).

My desk *contains* books.

This book *contains* rules and exercises.

NOTE.—*Contain* is not followed by any preposition. The noun derived from it is *contents*.

Ex. I emptied my desk of its *contents* (what was in it).

To consist of means *to be made up of*.

Ex. A train *consists of* an engine and a number of carriages.

Water *consists of* hydrogen and oxygen.

9. Distinguish *event, accident*.

An *event* is generally something of importance which is not necessarily unexpected, such as an historical *event*.

Ex. 1. His life was *uneventful* (that is, devoid of interesting events).

2. The war with France was the chief *event* of the King's reign.

It also has the meaning of *result, issue*, as :

The *event* of the battle was doubtful.

It is also used in the phrase "in the *event of*," meaning "if it happens that."

Ex. *In the event of* your being unsuccessful, you must try again.

An *accident* is something that is unexpected, and happens by chance; it often has the idea of *misfortune*, as:

Ex. 1. A railway *accident* occurred yesterday, resulting in the loss of many lives.
 2. I met him *by accident* (unexpectedly).
 3. It cannot be helped; it was an *accident*.
 4. I had an *accident* yesterday; I fell and cut my hand.

10. Distinguish *to tell* and *to say*.

Though the meaning of these words is similar, their use is different. One instance of the difference in their use has already been explained in connection with *indirect speech*. In general, *to tell* is used as follows:

To tell a story, tale.

To tell the truth.

To tell a lie.

To tell the future, one's fortune, etc.

To tell the time.

It has also many idiomatic uses, as:

I cannot *tell* which is which (I cannot distinguish between the two).

It is impossible to *tell* how many stars there are.

To say is generally used when referring to a person's actual words.

Note the following :

To make a speech. *To make* an excuse, an apology.

To make a statement, a denial.

To give an excuse, a reason. *To give* an order.

To ask or *beg* pardon. *To preach* a sermon.

To deliver a lecture. *To give* an address, a lesson.

11. Distinguish *useful* and *interesting*.

Useful denotes that which brings profit or material advantage, as :

The horse is a *useful* animal.

Interesting refers to that which attracts and holds attention, as :

Shakespeare wrote many *interesting* plays.

The novels of Scott are *interesting*.

12. Distinguish *to cheat* and *deceive*.

To cheat means *to obtain* something from a person by deceit.

Ex. He *cheated* me of a pound.

He obtained marks by *cheating* in the examination.

To deceive means to give someone a false idea, to make a person believe what is untrue.

Ex. The boy *deceived* his father by telling him that he had been to school, when he had in reality been walking about the town.

13. Distinguish *ugly*, *awkward*, *clumsy*.

Ugly must refer to the *appearance* of a person or thing.

Awkward and *clumsy* do not refer to the *appearance*, but to actions, and convey the opposite idea to *skilful*, *clever with the hands*.

Ex. The *clumsy* (*awkward*) waiter dropped the dish.

Awkward may also describe condition or state, with the meaning of *difficult*.

Ex. We found ourselves in an *awkward* position, and were at a loss how to get out of it.

14. Distinguish *sorry*, *angry*.

Sorry means *full of grief*, *regret*, or *repentance*.

Ex. I am *sorry* you have been so ill.

I am *sorry* I am late.

I am *sorry* for what I have done.

I feel *sorry* for your misfortune.

Angry means *annoyed*, *enraged*, *full of anger*.

Ex. I was very *angry* with the man for demanding so much money. I was so *angry* that I struck him.

He gets *angry* if he is contradicted.

15. Distinguish *rebellion*, *revolt*, *rising*, *revolution*, *mutiny*, *strike*, *riot*.

Such words as *rebellion*, *revolt*, *rising*, imply that the attempt to overthrow the government was *unsuccessful*.

A *revolution*, on the other hand, implies a change of the system of government in a country, and may be the result of a rebellion, or may be brought about by peaceful methods.

It is also used to denote any complete change, apart from political considerations.

Ex. The invention of steam brought about a complete *revolution* in industry.

It also has the meaning of "the turn of a wheel" (from : to revolve).

Ex. This wheel makes ten *revolutions* a second.

A *mutiny* is a rebellion of soldiers or sailors against their officers.

A *strike* is a refusal of workmen to continue working.

A *riot* is a violent demonstration made in the streets, and which is suppressed by the authorities by force or persuasion.

Ex. According to English law, force can be used against a mob after the 'riot-act' has been publicly read.

16. Distinguish *to hope, to expect.*

To hope refers only to pleasurable expectations, or wishes. Ex. I *hope* you will be better soon.

To expect denotes the belief that a thing is *probable*, whether it is desired or not.

Ex. I *expect* prices will rise before long.

I *expect* his extravagance will bring him to grief.

I *expect* I shall succeed eventually.

17. Distinguish *nearly, about, almost.*

Nearly implies *less than*.

About means *more or less than*.

Ex. He is *nearly* five years old, means He is a little less than five.

He is *about* five years old, means He may be *more or less* than five.

NOTE.—*Nearly* and *about* must precede the word they modify. Ex. I walked *nearly* twenty miles (not : I *nearly* walked twenty miles).

Almost implies a negation. It means *nearly*, but *not quite*, and conveys the idea of *failure* or *falling short*.

Ex. He *almost* succeeded in winning the race.

Drake was *almost* the first sailor to circumnavigate the globe.

18. Distinguish *wages, fee, salary, fare, income, tax, duty, licence, rent, pension.*

Wages denotes the money paid by the day, week or month to workmen and servants.

A *fee* is the sum paid to a professional man, such as a lawyer, doctor or professor, for a special service. The phrase "school fees" is generally used to denote money paid for education at a school.

Salary is the money paid by the month or year to professional people, such as clerks, teachers, officials, managers.

Fare means money paid for a journey or voyage.

Income denotes the total money earned or received yearly or periodically.

A *tax* is a sum levied by the central or local authorities on income, property, or commodities.

Duty is a sum levied on the value of goods received, used, or imported.

A *pension* is a sum paid at fixed periods to servants or employés no longer at work owing to age or incapacity.

19. Distinguish *to see*, *to look at*.

To see does not imply any mental effort, while *to look at* implies *attention*. Thus :

I *saw* a book on the table, but did not trouble to *look at* it.

When calling anyone's attention to a thing, therefore, use *look at*. Ex. Please *look at* this exercise.

20. Distinguish *to hear*, *to listen to*.

The same distinction must be observed here as between *see* and *look at*.

To listen to implies *attention*, *to hear* does not.

Ex. I *heard* him speaking but was too tired *to listen to* him. When calling anyone's attention to a sound, therefore, say *listen to*. Ex. *Listen to* what I say.

21. Distinguish *according to*, *in accordance with*, *in consequence of*.

According to means "agreeing with," or implies a reference to the opinion of someone.

Ex. *According to* what you say, Ceylon must be a delightful island.

According to some philosophers, the object of life is the pursuit of happiness.

I have acted *according to* my instructions.

In accordance with means "in agreement with."

Ex. I have acted *in accordance with* my instructions.

Neither of these two phrases has the meaning of *in consequence of*, which means "resulting from," "as a result of."

Ex. *In consequence of* his extreme poverty, he was unable to succeed.

22. Distinguish *to hunt*, huntsman; *to fish*, angler, fisherman; *to shoot*, sportsman, fowler.

These words must be used according to the animal pursued.

To hunt is used when speaking of game pursued on horseback, such as foxes, and other animals such as lions, elephants, otters, whales, ostriches.

A huntsman usually denotes one who pursues his game for the sake of sport.

When speaking of the pursuit of any kind of *fish*, use *to fish*, or *to catch fish*.

An angler is one who fishes with a rod and line; a *fisherman* fishes for his livelihood, generally with nets.

In the case of birds, use *to shoot*; a man who shoots

them for pleasure is called a *sportsman*, while one who catches or kills birds for his livelihood is called a *fowler*.

To shoot may also be applied to the killing of any animal with a gun.

Ex. 1. Fox-hunting is less dangerous than lion-hunting.
 2. Grouse-shooting begins on August 12.
 3. Deep-sea fishing is often dangerous.
 4. People fish for trout in many English rivers.
 5. Herrings are caught out at sea in nets by fishermen.

23. Distinguish *regret*, *sorrow*.

Regret is applied as a rule to less serious incidents than sorrow.

Ex. 1. I regret that you did not receive an invitation.
 2. I regret that I cannot accept your kind offer.
 3. I regret to say that this pupil does not make much progress.
 4. I look back to my school days with regret.

Sorrow is generally used for deeper afflictions, such as bereavement, or deep disappointment.

Ex. The death of his friend caused him great sorrow.

24. Distinguish *to leave*, *to desert*, *to abandon*.

To leave conveys the simple idea of going away from a person or thing apart from any moral obligations, unless these are expressed.

Ex. 1. I left Cairo yesterday for Alexandria.
 2. He will leave school at the end of the year.
 3. He left his friends with regret.

To desert or *to abandon* means to leave persons or things alone or in a difficulty which require or demand one's presence.

Ex. 1. He *deserted* the royal army and went over to the rebels.

2. The house was *abandoned* (*deserted*) (=left empty).

3. He *abandoned* (*deserted*) his friend in the hour of need.

To abandon has the further meaning of *to give up*, perhaps in despair, perhaps because the thing abandoned has proved vain, useless or harmful.

Ex. 1. Do not *abandon* all hope.

2. I have *abandoned* this plan in favour of a simpler one.

3. They have *abandoned* all attempts at saving the ship.

4. I urge you to *abandon* your evil habits.

25. Distinguish *sink*, *drown*.

To sink means to disappear under water, speaking generally.

To drown is generally a transitive verb meaning to cause death by water. Used in the passive it means to die by water.

Ex. The ship *sank* and the sailors *were drowned*.

To drown can also be used intransitively :

Ex. 1. I saw that he was *drowning*, so I jumped into the water to save him.

2. A *drowning* man clutches at straws.

26. Distinguish *play*, *novel*.

A play is a piece intended to be acted in a theatre;

a *novel* is a complete story, intended to be read and not acted.

Ex. Shakespeare and Sheridan are famous for their *plays*; Scott and George Eliot for their *novels*.

27. Distinguish *affect*, *effect*.

To *affect* is a verb meaning (1) to excite the feelings, generally feelings of sympathy or sorrow, (2) to influence or concern, (3) to pretend, to feign.

Ex. 1. I was much *affected* by the news of his death.
2. That does not *affect* the question.
3. He *affected* sympathy, although he was in reality indifferent.

Effect may be a *verb* or a *noun*.

As a *verb* it means to obtain a result.

Ex. 1. He *effected* his escape from prison by disguising himself.
2. He *effected* a cure by simple remedies.

As a *noun* it means a *result*.

Ex. 1. The *effect* of your conduct is to disgust your friends.
2. The *effect* of corruption is the weakening of the government.
3. I did not think my words would have such an *effect* upon him.

From the noun *effect* are derived the adjectives *effective*, *effectual*.

28. Distinguish *convey*, *transfer*, *transmit*.

These words differ more by their use than by their meaning, and although they all mean to *take*, or *send*

from one place to another, they cannot be used indifferently.

Convey. Merchandise, goods or persons are *conveyed* by rail, carriage or by sea.

Transfer. The use of this word is best shown by the following examples :

- Ex. 1. He was *transferred* from the Ministry of Finance to the Ministry of Foreign Affairs.
- 2. I shall *transfer* my custom to a cheaper shop.
- 3. The headquarters of the society will be *transferred* to a more central part of the town.
- 4. It is often difficult to *transfer* one's thoughts to paper.
- 5. It has been shown that thought may be *transferred* from one mind to another. This is known as thought *transference*.

Transmit. Telegraphic messages, wireless communications and the like are said to be *transmitted*. So also *thoughts, ideas*.

NOTE.—A pupil moved from one class to a *higher* one is said to be *promoted*. If he is moved to another class of the same standing he is said to be *transferred*.

To convey is also used figuratively, as to *convey* ideas, thoughts.

- Ex. This book *conveys* nothing to me ; its language is obscure.

- 29. Distinguish *scatter, spread, sprinkle*.

To scatter means to throw, send or place a number of separate bodies in different directions.

- Ex. 1. To *scatter* seeds.

- 2. The enemy were *scattered*.

- 3. The village consisted of *scattered* houses.

To spread means to cover a certain area with a given substance.

- Ex. 1. To *spread* butter on bread.
- 2. To *spread* a cloth on a table.
- 3. The fire *spread* rapidly.

It also has a figurative use, as :

- Ex. 1. To *spread* news ; the news *spread*.
- 2. The feeling of indignation *spread* abroad.

Note the uses of *to disperse*, meaning to scatter by force, or (intransitively) to go in different directions.

- Ex. 1. The police *dispersed* the crowd with their sabres.
- 2. The assembly *dispersed*.

To diffuse, meaning to spread.

- Ex. 1. Knowledge was *diffused* among the people.
- 2. The spread of education and the *diffusion* of knowledge wrought great changes.

30. Distinguish *habit*, *custom*.

Although these words are often interchangeable, they do not convey quite the same idea.

A habit generally concerns the individual, and implies a custom which, having once been acquired, is difficult to abandon.

- Ex. 1. He determined to give up his *habit* of smoking.
- 2. Try to cultivate good *habits*.
- 3. He was a man of simple *habits*.
- 4. Naturalists have carefully studied the *habits* of ants. (Animals cannot abandon their *habits* at will.)

A custom (or *usage*) denotes what is commonly practised in a society or country.

Ex. 1. It is the *custom* in China to celebrate New Year's Day.

2. *Custom* obliges us to observe certain rules of conduct.

3. It is the *custom* in this country to show great hospitality to strangers.

4. The ancient *custom* of burning an effigy of Guy Fawkes on Nov. 5 still survives in England.

5. We do many things of which we disapprove, merely because it is the *custom* to do them.

Generally speaking, as applied to individuals, a *custom* can be abandoned at will, more easily than a *habit*.

Ex. It was his *custom* to visit Europe every year.

In this case, however, the distinction is rather a nice one, and no definite rule can be given.

31. Distinguish *prey*, *victim*.

The primary meaning of *prey* is *animals devoured by wild beasts*.

Ex. Lions lie in wait for their *prey*.

As a verb :

Ex. Tigers *prey* upon oxen and other defenceless animals.

A *victim* is primarily an animal slain as a sacrifice. Both words are used figuratively :

Ex. 1. His misfortunes *preyed* upon his mind.

2. He was the *victim* of circumstances.

3. He died a *victim* of the plague.

4. Charlatans find the ignorant an easy *prey*.

5. The tax-collectors *preyed* upon the people.

NOTE.—*Prey* cannot be used in the plural.

32. Distinguish *ghost*, *spirit*; *fairy*, *elf*; *giant*, *dwarf*, *ogre*.

Although these beings have no real existence, we often read of them in the legends of ancient times, and in some modern stories.

Ghosts and *spirits* are supposed to be the souls of the departed, and, being immaterial, are intangible.

Fairies and *elves* are mythical beings supposed to have the bodily form of human beings, but are generally much smaller, and very graceful in appearance. We read of them as being able to work magic to the good or detriment of human beings. They differ from spirits in not being immaterial.

Giants are simply abnormally large men. Very tall men may be described as such, though ancient legends ascribe an impossible size to them.

Dwarfs correspond to giants in being unusually small men, generally deformed.

Ogres are described in fairy stories as being giants that eat human flesh.

All the above words are often used figuratively.

The adjectives corresponding to them are: *ghostly*, *spiritual*, *fairy-like*, *elfish*, *gigantic*, *dwarfish*.

Spirit also has the sense of *energy*, *activity*, *courage*.

33. Distinguish *sin*, *crime*.

A *sin* is an offence against the moral law, a *crime* a breach of human law.

34. Distinguish *climate, weather*.

Climate denotes the general atmospheric conditions of a country; *weather*, the conditions at a particular time. *Weather* is usually treated as an abstract noun, and does not take the plural, or the indefinite article *a* in the singular. (Except the phrase—in all *weathers*.)

Ex. Cold *weather* is usual in the winter.

The *climate* of Canada is bracing.

35. Distinguish *ill, sick*.

Ill being originally an adverb (like *well*), cannot be used before a noun, nor can it be used as a noun in the sense of *sick people*.

Ex. He is *ill*. I feel *ill*. He visits the *sick*. A *sick* man.

NOTE.—*Ill* is used as an adverb in the meaning of *badly* (an *ill-written* letter); and as a noun in the sense of *evil, misfortune* (the flesh is heir to many *ills*).

36. Distinguish *house, home*.

A *house* denotes any building intended for habitation; *home* is the particular house in which one is living.

Ex. I go *home* after school is over. There is no place like *home*. He has built a large *house* for himself, and has bought several *houses* in the country.

37. Distinguish *young, small; old, big*.

Young and *old* refer only to age; *small, big*, to size.

Ex. 1. Although he is *young*, he is *big* for his age.

2. As people grow *old*, they often become *smaller*.

38. Distinguish *explore*, *discover*.

To *explore* a region is to travel over it in search of geographical knowledge.

To *discover* means to *find*.

Ex. Captain Cook *explored* the Pacific, and *discovered* a great number of islands.

39. Distinguish *greed*, *avarice*, *ambition*.

Greed is the desire for more than one needs.

Avarice is the love of money for its own sake, rather than for what it can buy. Both these words denote *vices*.

Ambition may be a virtue or a vice. It denotes the desire for success, fame or power.

Ex. 1. The dog's *greed* made him grasp at the shadow and lose the substance.
 2. King Midas' *avarice* was rebuked by the god.
 3. Diogenes rebuked Alexander for his excessive *ambition*.

The adjectives are: *Greedy*, *avaricious*, *ambitious*.

An *avaricious* man is called a *miser*, the corresponding adjective being *miserly*.

Greedy is especially applied to an inordinate desire for *food*.

40. Distinguish *cost*, *price*, *value*.

Cost denotes the money paid by the purchaser of a thing.

Price is the sum demanded by the seller.

Value is what the article is *considered* to be worth, on various grounds, sentimental or otherwise.

Ex. 1. The *cost* of the undertaking was enormous.
 2. He was too poor to pay the *price* of the book.
 3. Although the *price* of the picture was only £1, its *value* as a work of art was very great.

Cost and *value* may be used as verbs.

Ex. 1. Politeness *costs* nothing.

2. I *value* my good name above gold and rubies.

Costly and *valuable* must be similarly distinguished.
(See note on *Worth*.)

41. Distinguish *wide*, *extensive*.

Wide refers to the measurement of the shorter side of a parallelogram, or to the distance *across* a surface.

Extensive means *large* in general

Ex. 1. This room is 20 feet *wide*.

2. The Arabic language is very *extensive*.

42. Distinguish *choke*, *smother*, *throttle*, *strangle*.

To *choke* is to check the breath by stopping the windpipe.

Ex. The smoke *chocked* me.

It may be used intransitively, as :

He swallowed too large a mouthful and *choked*.

To *smother* is to stop the breath by closing up the mouth and nose.

Ex. 1. Richard III. is supposed to have murdered the young princes by having them *smothered* with pillows.

2. Othello *smothered* Desdemona with a pillow.

To *throttle* or *strangle* is to stop the breath by compressing the throat from the outside.

Ex. 1. He seized him by the throat and *throttled* him.

2. The Thugs were men who *strangled* their victims.

All may be used figuratively.

43. Distinguish *recent*, *modern*.

Recent applies to things that *happened* or *took place* a short time ago; *modern* to things that *exist* at the present time.

Ex. 1. The *recent* earthquake in Jamaica was terrible.
2. The hydroplane is a *recent* invention.
3. He is one of the most popular of *modern* rulers.
4. *Modern* journalism is extremely enterprising.

44. Distinguish *special*, *private*, *particular*.

Special denotes that which is peculiar to a person or thing, or which is devoted to a particular purpose; *private* that which belongs, or is devoted to a particular *person*.

Ex. 1. He puts each document into a *special* pigeon-hole, where he can find it easily.
2. Each town has its own *special* industry.
3. *Special* care must be exercised in this work.
4. He has a *private* carriage.
5. This road is *private*; trespassers will be prosecuted.
6. He enters by a *private* door.

Particular refers to what is purposely chosen out and set apart from other things.

Ex. 1. I have found a *particular* place which I prefer to all others.
2. He has *particular* knowledge of this subject.

Particular may also have the subjective meaning of *taking great pains to distinguish one thing from another*.

Ex. 1. He is very *particular* about his food.
2. Your teacher will not accept bad writing; he is very *particular*.

45. Distinguish *as*, *like*.

As is a conjunction, and can only be followed by a noun or pronoun when a verb is expressed or understood.

Ex. 1. He is as tall as I (am).

2. Receiving is not so noble *as* giving (is).

3. I cannot do it *as* you do it.

4. Do *as* you are told.

Like is an adjective or an adverb, and must be followed by a noun (or pronoun). It cannot precede a verb, and takes the objective case in the noun or pronoun after it.

Ex. 1. He is *like* his brother.

2. Snow falls *like* feathers.

3. He is *like* me.

(Avoid the common blunder: *like* I do; *like* he does, etc.)

46. Distinguish the adverbs, *little*, *a little*; *few*, *a few*.

Little and *few* convey a more negative idea than *a little* and *a few*; *little* and *few* insist upon what is *lacking*; *a little* and *a few* on what is *present*.

Ex. 1. He worked hard but accomplished *little* (that is, he did *not* accomplish much).

He accomplished *a little*—means—he accomplished *something*.

2. I have *few* friends—means—friends are *lacking* to me.

I have *a few* friends—means—I have *some* friends.

47. Distinguish "*good evening*" and "*good night*."

"*Good evening*" may be said on meeting, or on parting.

"*Good night*" must be said *only* on parting.

48. Distinguish *avenge*, *revenge*.

To avenge is a transitive verb having as its object the *wrong* committed.

Ex. Hamlet *avenged* his father's murder.

If used passively: To be avenged *on* (a person). It cannot be used as a noun.

Revenge is a noun chiefly used in the expression, "To take *revenge on*."

Ex. 1. The aim of justice is not to *take revenge on* criminals, but to prevent crime.

2. *Revenge* is sweet.

It may also be used as a verb, but is less frequent than "avenge."

There is also an abstract noun "*vengeance*."

Ex. *Vengeance* belongs to God and not to man.

Derived and cognate words: Avenger, revengeful, vindictive, vendetta.

Exercise I.

Write sentences containing the following words, and showing their meaning:

1. Beat.
2. Beat (in another sense).
3. Catch.
4. Catch (in another sense).
5. Seize.
6. Take.
7. Make.
8. Make (in another sense).
9. Let.
10. Let (in another sense).
11. Receive.
12. Foot.
13. Leg.
14. Dress.
15. Dress (in another sense).
16. Fetch.
17. Seek.
18. Search.
19. Look for.
20. Steal.
21. Rob.
22. Have to.
23. Is to.
24. Character.
25. Characters.
26. Conduct.
27. Sight.
28. Scenery.
29. Contain.
30. Consist of.
31. Event.
32. Accident.
33. To tell.
34. To tell (in a different sense).
35. To say.
36. Useful.
37. Interesting.
38. To cheat.
39. To deceive.
40. Clumsy.
41. What (as a relative pronoun).
42. Each other (in the plural).
43. Each other (in the possessive case).
44. One of.
45. Coffee.
46. Café.
47. To play.
48. Drill.
49. Sorry.
50. Angry.
51. According to.
52. Accustom.
53. Awkward.
54. Ugly.
55. Revolution.
56. Revolution (in another sense).
57. To hope.
58. To expect.
59. Nearly.
60. About.
61. Wages.
62. Fee.
63. Salary.
64. To see.
65. To look at.
66. To hear.
67. To listen to.
68. To succeed.
69. Read.
70. Enough.
71. Too.
72. Hunt.
73. Regret.
74. Desert.
75. Drown.
76. Novel.
77. Affect.
78. Effect.
79. Convey.
80. Transfer.
81. Promote.
82. Spread.
83. Custom.
84. Habit.
85. Victim.
86. Prey.
87. Fairy.
88. Elf.
89. Spirit.
90. Sin.

II. *Exercise on words liable to be confused.*

Supply the correct word :

1. *Make, let, do.*

(a) The desire for fame —— men work hard, and does not —— them rest till the goal is gained. (b) It is impossible to —— him see his folly. (c) I will —— you see my work to-morrow. (d) When I asked him what he had —— that day, he told me he had been —— a basket. (e) The strike —— much harm to trade. (f) The prisoner —— many attempts to escape. (g) They are —— efforts to capture the town. (h) Monkeys are fond of —— tricks.

2. *Take, receive, obtain.*

(a) He was so clever that he —— full marks. (b) No one may leave without —— permission. (c) He —— a reward for his bravery.

3. *Foot, toe, leg, finger.*

(a) He fell over the bank and broke his ——. (b) We have the same number of —— on the hand, as —— on the ——. (c) He apologised for treading on my ——. (d) Tight boots make the —— sore. (e) He broke open the door with his ——.

4. *Fetch, seek, search, bring, look for.*

(a) Go home and —— your books. (b) I have —— a steel pen with me. (c) Divers are employed to —— for sponges. (d) We can find good in everything if we —— it. (e) People flocked to Australia —— gold. (f) The policeman —— the pocket of the thief. When his house was —— a number of valuables were found. (g) The Queen of Sheba —— many gifts to Solomon. (h) Shall I —— my book from the pupil in the next room? (i) Let him —— it here.

5. *Steal, rob.*

(a) Rich people are more liable to have their houses — and their goods — than poor. (b) He who — my purse, — trash ; but he who — me of my good name leaves me poor indeed. (c) A daring bandit — the bank and — much money.

6. *Scenery, sight, appearance.*

(a) Desert — is very fascinating to some people. (b) The lynx is proverbial for its sharp —. (c) The — of the mammoth must have been very terrifying. (d) The natives fled at the — of the Spaniards on horseback ; they had never seen such a — before. (e) The railway climbs the mountain amidst beautiful —. (f) The — of some prehistoric animals can be guessed from their remains.

7. *Conduct, character.*

(a) Marks are given in schools for —, because it is by — that we influence our fellows. (b) Only those who have good — need apply for responsible posts. (c) The — of Henry VIII. was many-sided. In some cases his — was inexcusable.

8. *Contain, consist of.*

(a) The park — many beautiful trees besides a lake — water-plants. (b) A bicycle — two wheels, a saddle and a frame. (c) A continent — many countries and states. (d) Water — hydrogen and oxygen, while sea-water — much salt.

9. *Event, accident.*

(a) I was much distressed to hear of the — at Mit-Ghamr. (b) A child upset a lamp and burnt itself ; it was

a very sad —. (c) The revolution in China was an — of far-reaching importance. (d) The discovery of America was an — of much moment ; it was really an —, because Columbus expected to find India.

10. *Tell, say, and similar words.*

(a) I cannot excuse you, unless you can — me a valid reason. (b) If you — so many excuses, they will contradict each other. (c) It is often safer to — the truth, because it is very easy to forget what one has —. (d) I — him that I had left the town. (e) — what you know about it. (f) — me what you — him yesterday. (g) I — that I did not believe the statements he had —. (h) He — the truth, because he is afraid of the consequences of falsehood. (i) Who can — the number of the stars ? (j) He spoke so indistinctly that I could not — one word from another. (k) The twins were so alike that no one could — them apart.

11. *Useful, interesting.*

(a) Electricity is a — discovery. (b) I hope you will find this book — for your examination. (c) A recent writer has written many — books about marine life. (d) Dickens wrote many — novels. (e) I have just had a — walk through the town.

12. *Cheat, deceive.*

(a) The pupil — his teacher by saying that he had ten marks. (b) In this way he — his class-mates. (c) The spider in the fable — the fly and made him fly into his web. (d) A clever juggler easily — his audience. (e) In bargaining each party tries to — the other and obtain more than he is entitled to.

13. *Ugly, awkward, clumsy.*

(a) Large animals are often — in their movements.
(b) A rhinoceros is an — animal in appearance. (c) On one side was the precipice, on the other a sheer wall of rock; our position was therefore an — one. (d) An ogre is a — creature. (e) He is so — that he drops everything.

14. *Sorry, angry.*

(a) I am very — that you have lost so much money.
(b) I lost what I invested in the lottery, and was accordingly very —. (c) I am — for what I did. (d) I am — at what you have done. (e) Your foolish words make me very —.

15. *Rebellion, revolution, etc.*

(a) Wat Tyler's — although suppressed, was not without important results. (b) The prestige of England was once greatly endangered by the — of the sailors at Spithead. (c) At the beginning of Louis XIV.'s reign the country was disturbed by a — known as La Fronde. (d) Charles I.'s policy caused a — in England. (e) Charles V. was much hampered by the — of the Protestants in Germany. (f) A gradual — was effected throughout Europe by the decay of the power of Rome. (g) The dearth of bread excited a — among the people, who attacked the bakers' shops.

16. *Hope, expect.*

(a) The sky is overcast; we — the storm will soon burst. (b) The grass is so parched that I — it will rain before long. (c) Though the country is suffering from financial troubles, I — business will not suffer much. (d) I am — a consignment of goods from America.

17. *Nearly, about, almost.*

(a) It cost me — £100; £112, to be exact. (b) He obtained — full marks; in fact he was — the only

candidate who answered this question correctly. (c) He was — the first man to conceive the idea that air is not an element. (d) The coal-strike affected — all the industries of the country. (e) That was — the only time he ever answered that question correctly.

18. *Wages, fee, salary, fare, income, tax, duty, pension.*

(a) Workmen earning good — suffer from the strike as well as clerks earning small —. (b) A doctor earning large — can become richer than an official with a fixed —. (c) The rise of prices forced me to raise my servants' —. (d) The — from Cairo to London varies according to the route followed. (e) The war greatly affected the — of artists and musicians. (f) Officials who have served in bad climates get higher — than those whose surroundings have been more favourable. (g) The government raises money by — on tobacco and wines. (h) Much discontent was caused by the increase in the — on income.

19. *See, look at.*

(a) — what you have done ! Do you not — the consequences ? (b) I — the book you showed me, but I do not — why you consider it interesting. (c) I will — your exercise when I have my spectacles. I cannot — the writing without them.

20. *Hear, listen to.*

(a) — the rain ! Do you — how it beats against the window ? (b) I — his speech, but did not — anything that I had not — before. (c) If you do not — what is told you, you cannot remember it. (d) I cannot — what you say.

21. *According to, in accordance with, in consequence of.*

(a) — his lack of system, he could never find what he wanted. (b) — the dictionary this word is obsolete. (c)

Try to write — the rules of grammar. (d) — Bacon the aim of philosophy is material good. — his theories philosophy assumed a new aspect. (e) — his discoveries the monk Roger Bacon was regarded as a wizard. (f) The phonograph works — the laws of sound. (g) Science made little progress in the middle ages — the prejudices of the times.

22. *Hunt, huntsman; fish, fisherman; shoot, sportsman, etc.*

(a) The crow, hidden in a thick tree, saw a — approach with a snare, purposing to — some doves. (b) The country abounds in game, and is a paradise for —. (c) The peasants — in the shallow streams by means of a pronged spear. (d) Herring — is carried on all round the coast, in spite of storms which endanger the lives of the —. (e) Large game are — in parts of Africa. (f) Countries devoid of birds do not afford much attraction to —.

23. *Regret, sorrow.*

(a) I wish to express my — at my inability to grant your request. (b) Please accept my — for what has occurred. (c) Your misconduct has filled me with —. (d) "Parting is such sweet —" said a great poet.

24. *Leave, desert, abandon.*

(a) Philosophy urges us to — the material things of life and seek the spiritual. (b) The captain ordered the stowaways to be — on a — island. (c) They did not — the ship until they saw it was doomed. (d) Rats are said to — a sinking ship. (e) The storm was so severe that all attempts to land were —. (f) Although the enemy were strongly entrenched, the general did not — his plan of attack.

25. *Sink, drown.*

(a) The force of the collision was so great that both ships _____. (b) The life-boat became filled with water and _____. (c) Only a good swimmer should attempt to save a ____-man; otherwise both will be _____.

26. *Play, novel.*

(a) Corneille's ____ are very different from Shakespeare's. (b) Dickens' ____ known as "The Tale of Two Cities" has been adapted to the theatre in the form of a _____.

27. *Affect, effect.*

(a) The storm prevented their ____ a landing. (b) The ____ of this battle were far-reaching. (c) I shall not be ____ by your arguments. (d) He worked all day without ____ any result. (e) The ____ of your carelessness is to spoil your work. (f) He was much ____ by the news. (g) The minister ____ an alliance with France. (h) He was so stupid that no advice had any ____ on him. (i) He concealed his real feelings by ____ grief.

28. *Convey, transfer, transmit, promote.*

(a) Goods are ____ across the desert on camels. (b) The sun's light is ____ to us in a few minutes. (c) The Secretary for Ireland was ____ to the India Office. (d) It is difficult to ____ one's meaning in a foreign language. (e) The lieutenant was ____ to the rank of captain. (f) The Army Headquarters will be ____ to George Street. (g) Goods can be ____ more cheaply by sea than by land. (h) The furniture can be ____ to his new house in a van. (i) Bees ____ the pollen from one flower to another. (j) The captain had to wait a long time before he was ____ to the rank of major. (k) Sound is ____ by air-waves; light is ____ more quickly.

29. Scatter, spread, diffuse, disperse.

(a) One of the greatest achievements of the last century was the — of education. (b) One of the results of the conquest of Constantinople was that a love of learning became — throughout Europe. (c) The boxes burst and the oranges were — over the street. (d) The clouds which had been lowering in the horizon were — by the rising sun. (e) A lamp-shade — the light over the room.

30. Habit, custom.

(a) Only a revolution can make a nation abandon its ancient —. (b) Opium-smoking is a bad — which it is necessary to repress. (c) It was the — of kings to preserve forests for hunting. (d) By studying the — of the mosquito, scientists were able to find a means of destroying it. (e) In ancient times the cruel — of bear-baiting was popular. (f) People formerly had the — of using oaths which would be considered coarse nowadays.

31. Prey, victim.

(a) The mouse falls an easy — to the cat. (b) Snakes are said to fascinate their —. (c) He was a — of bad habits. (d) The Juggernaut car of progress makes many a —. (e) The cholera epidemic made many —. (f) Galileo was a — of the prejudices of his time.

32. Ghost, spirit; fairy, elf; giant, dwarf, ogre, and corresponding adjectives.

(a) Hamlet was commanded by his father's — to avenge his murder. (b) Macbeth was haunted by the — of Banquo. (c) The Greeks believed that the gods were attacked by — known as Titans. (d) The Chinese worship the — of their ancestors. (e) Cinderella was visited

by her —— godmother. (f) Shakespeare describes the revels of the —— in "A Midsummer Night's Dream." (g) The Titanic was a —— ship. (h) Care and worry had reduced him to a —— of his former self. (i) Being a man of high —— he resented the insult.

33. *Sin, crime.*

(a) Laws are framed to repress ——. (b) Macbeth's —— did not go unpunished. (c) No one is wholly without ——. (d) It is a —— to waste wantonly.

34. *Climate, weather.*

(a) At Christmas time the —— is often frosty. (b) The —— of England is so moist that rainy —— may be experienced at any time of the year. (c) I suffer so much from rheumatism in damp ——, that I am obliged to live in as dry a —— as possible. (d) For this reason the —— of Egypt suits me, except when the rising of the Nile makes the —— damp.

35. *Ill, sick.*

(a) —— people are sometimes cross and impatient, while some are thoughtful for others even when they feel very ——. (b) Charitable people devote much time to visiting the ——. (c) It is better to bear the —— we have, than fly to others we know not of. (d) I shall go to a place where there is a good doctor, in case I should be ——. (e) I dread the sea, as it makes me sea- ——. (f) Government officials are allowed a certain time for —— leave.

36. *House, home.*

(a) As I feel tired I shall go ——. (b) I have a —— in the town and another in the country. (c) I am staying in London, but my —— is in Suffolk.

37. *Young, small; big, old.*

(a) He cannot pass the examination yet, he is too —.
(b) — people, having had more experience, are more cautious than — people. (c) He is too — to understand the value of money.

38. *Explore, discover.*

(a) Many travellers have — the arctic regions without success. (b) Amundsen — the South Pole. (c) Thibet has been rarely —. (d) Africa was not thoroughly — till comparatively recent times. (e) Columbus — America, and — the coast of Central America.

39. *Greed, avarice, ambition, etc.*

(a) The useless accumulation of money is a vice known as —. (b) Nothing great can be done unless a man has —. (c) The — of gain causes much unhappiness. (d) Macbeth's — led to his destruction. (e) My only — is to make my friends happy. (f) Animals are rarely —; they do not eat when they have had enough. (g) A man whose vice is — is known as a *miser*. (h) He was so — that he gave nothing to the poor.

40. *Cost, price, value, worth, costly, valuable.*

(a) Although this ring — but little, I — it more than anything I have. (b) Honour is — more to me than riches. (c) What is the — of this watch? I wish to buy it. (d) I did not buy it, as the shopman asked too high a —. (e) The building of the railway was very —, but the result was — to the country. (f) You have paid too high a — for that, it is — nothing. (g) Rubies are — toys, and would have no — in a desert island.

41. *Wide, extensive.*

(a) The English language is very —. (b) The Nile is very —.

42. *Choke, smother, throttle, strangle.*

(a) He got a fish-bone in his throat and was —. (b) The robbers — their victim with a handkerchief which they tied round his throat. (c) The miners were — by the poisonous gas. (d) Desdemona was — by her jealous husband.

43. *Recent, modern.*

(a) — events point to the necessity of our being prepared for war. (b) — literature has reached a high degree of excellence. (c) — ideas have penetrated the heart of Asia. (d) Radium is one of the most remarkable of — discoveries.

44. *Special, private, particular.*

(a) I have no — knowledge of the subject. (b) I keep my — opinions to myself. (c) — care will be taken to make the exhibition interesting. (d) — cases must be considered separately. (e) You can have a — cabin in the ship on paying a supplement. (f) This is a — edition of the newspaper.

45. *As, like.*

(a) I wish I could do it — you. (b) Try to do it — I do. (c) This handwriting is — the tracks of an inky spider. (d) He has a great knowledge of literature, — Gladstone also had. (e) He has a great experience of foreign affairs, — Lord Palmerston.

46. *Little, a little ; few, a few.*

(a) Many people try to become rich, but — succeed. (b) He has — or no knowledge of the subject. (c) — salt gives a flavour to the soup. (d) I shall be ready in

— minutes. (e) A bed is a thing that — would wish to keep, and none to give away.

47. “*Good evening,*” “*good night.*”

(a) As the hour is late I will bid you — (b) —, How do you do ?

48. *Avenge, revenge, etc.*

(a) Corsica is famous for its —. (b) It is considered the duty of a son to — his father's murderer — the criminal. (c) Private — defeats the ends of justice. (d) It is nobler to forgive one's enemy than to — him.

Exercise III.

Re-write the following incorrect sentences, correcting the errors :¹

1. See, Sir, this boy is beating me with his leg.^{134, 153} 2. This coat is too small that I cannot dress it.^{68, 139, 136} 3. He was very angry that he beat him with his fist.^{69, 134} 4. The student caught a pen and began to write his exercise.¹³⁴ 5. You surely did not tear these leaves out of the book ? Yes, I did not.¹⁴⁰ 6. If your teacher finds out about it, he will be too angry from you.^{99, 139} 7. When the king heard that the general disobeyed him he was very sorry.^{40, 158} 8. By means of books knowledges are spread among the people.¹⁴⁵ 9. Trade increases by inventing quick means of transport.²⁷ 10. I took him with me to Rome in order to study Italian.⁶⁷ 11. When we had returned from our excursion we sat on a coffee until it was time to go home to bed.¹⁴¹ 12. The next morning we sat on a large table and had breakfast.¹⁰² 13. The purpose of the police is to protect us from the crimes of the evils, while asylums provide a home for mads.¹⁴⁴ 14. I prefer playing football than

¹ The small numbers indicate the pages on which the mistakes are explained.

playing drills or gymnastics.^{138, 144} 15. From coal are extracted such things as gas, tar, aniline dyes, saccharine, and etc.¹⁴² 16. Tar is from the most useful products of coal.¹⁴³ 17. Mouillard was the first man who conceived the idea of aeroplanes.¹⁴⁶ 18. One does not always know what is best for himself.¹⁴³ 19. One may easily be deceived as to his own capacities, for he does not know what he can do till he tries.¹⁴³ 20. All what we possess of useful knowledges comes from the observation of nature.^{20, 144} 21. Labour, that mighty magician, stretches his slender threads from a town to another, and from a continent to another.¹⁴⁴ 22. The Romans had to convey water from a place to another by means of aqueducts.^{24, 138, 144} 23. The ancients were to sail from a country to another by coasting along the shore.^{138, 144} 24. He endeavoured in finding the shortest way to India by sea.¹⁰³ 25. Macbeth is from the most useful plays that Shakespeare had written.^{41, 143} 26. When he asked me what is the matter with me, I told him that my tooth ails me.^{89, 148} 27. I daresay Hamlet is one of the most important characters in Shakespeare.¹⁴⁸ 28. If he disobeyed the law, he will be punished a heavy punishment.^{72, 149} 29. The Esquimaux use to dress skins of animals to keep out the cold.^{136, 149} 30. I accustom to rise every morning at six o'clock.¹⁴⁹ 31. Let this boy go and bring his pen.¹⁵³ 32. Coal is the remains of vegetation which had flourished since thousands of years.^{41, 120} 33. New York is nearly the largest town in the world.¹⁵⁹ 34. However you may be successful it cannot justify your conceit.¹⁴⁰ 35. Although a baboon is an intelligent animal and is clever with its hands, it has a very awkward face.¹⁵⁷ 36. I gave a letter to the post-office clerk in order to register it for me.⁶⁷ 37. The battle of Salamis was one of the most important accidents in the history of the world.¹⁵⁵ 38. The history of Ancient Greece is very useful.¹⁵⁷ 39. Borneo is from the largest islands

in the world.¹⁴³ 40. The workmen struck to obtain an increase of their fees.¹⁶⁰ 41. A clerk does not take such high wages as a bank manager.¹⁶⁰ 42. The bell rang now.³⁴ 43. See, Sir, the wind blew over the ink-pot.³⁴ 44. What have you been doing to-day? I read in my books, and worked in mathematics.^{103, 34} 45. The government does her best in obtaining the most highly qualified officials for her service.^{103, 146} 46. According to the scarcity of rubber, the price of tyres has risen.¹⁶¹ 47. In some countries no one may drive a motor-car in the streets unless he passes in an examination in driving.^{34, 103} 48. Without coal, methods of production are very different, and many countries will be poorer.⁷⁴ 49. It is better to say the truth, even if he loses a temporary advantage.^{143, 156} 50. I took a permission from the headmaster to go to my house.¹⁶⁹ 51. A balloon contains a large bag of silk filled of air.^{98, 155} 52. A bicycle contains two wheels and a tricycle three.¹⁵⁵ 53. By education one improves his character, and cultivates his intellect.^{144, 143} 54. He cheated me by saying that he knew the way to the house.¹⁵⁷ 55. If we considered how it is necessary to use our time profitably, we should not waste it so eagerly.^{88, 140} 56. Divers go down under the water fetching for sponges.¹⁵³ 57. The thieves broke into the house and robbed some money.¹⁵⁴ 58. I took ten marks in my composition.¹⁵² 59. They threw him with stones.¹⁰¹ 60. He was thrown by stones.¹⁰¹ 61. Since how long are you in Egypt? I am here since three years.³⁵ 62. He does not think about his work and speak about it.¹⁷ 63. I prefer poverty than ill-gotten wealth.¹⁵⁰ 64. The lightning caused many damages.¹⁴⁴ 65. Excuse him, he is an ignorant.¹² 66. I am going to do my works.¹⁴⁵ 67. I must go home yesterday.¹³⁹ 68. Large deserts are found in Africa.¹³⁷ 69. He was unsuccessful for his lack of application.¹¹⁴ 70. I shall work hardly this year.¹⁴⁷ 71. An

express train cuts great distances in a short time.¹³⁶ 72. This book worths a shilling.¹⁴⁶ 73. Lake Superior is as a sea.¹⁷³ 74. A steamship walks more quickly than a sailing ship.¹³⁸

Exercise IV.

Supply an appropriate word :

1. Go home and — your books.
2. I shall not forget to — them here to-morrow.
3. This ring is very valuable ; it — £1000.
4. The — of the war was enormous ; millions of francs were spent daily.
5. The storm — much damage to the town.
6. When I saw him, he was — a black tie, which he had — for the occasion.
7. She — mourning for many years after her husband's death.
8. He — himself in plain but expensive clothes, and never — an overcoat.
9. He was — forgetful that he forgot to answer the letter.
10. He was — selfish to remember his friends.
11. If he does it again, I shall subtract marks from his — marks.
12. His — was so bad, that his father was disgusted — it.
13. No one can know what the future has in store for —.
14. One must therefore make the best of — opportunities.
15. Everyone thinks of — first, but one must not forget — duty to — neighbours.
16. The poor are often very charitable to each —.
17. He sued his neighbour for —, for injuring his property.
18. He struck him a violent —.
19. Efforts were — to remedy the state of affairs.
20. The fire was put out before much harm was —.
21. Monkeys are fond of — tricks on one another.
22. They enjoy pulling — tails.
23. It — much time to master a language.
24. There was a rush to Klondyke to — gold.
25. Explorers have spent much time — the Pole.
26. The highwaymen — the coach, and — much money.
27. The siege of Paris was an important —.
28. The great fire of London was an —.

that did much good. 29. We should make a habit of — the truth. 30. Posterity has estimated Shakespeare's work at its true —. 31. Politeness — nothing, but its — is inestimable. 32. What is the railway — from Rome to Milan? 33. I paid the doctor his —. 34. I have seen a good — at the theatre. 35. He was — from the Saidieh to the Khedevieh School. 36. The Black Death quickly — over Europe. 37. Our character is formed by our —. 38. Spitting is an insanitary —. 39. The — of Europe is variable. 40. Cold — is bracing.

Exercise V.

1. I — the man with my fist.
2. Carpets should be — frequently to drive out the dust.
3. We should — our opportunities.
4. The conspirators were caught and their papers —.
5. He goes to the hospital to visit the —.
6. Many animals — in the depths of the sea, which we never see.
7. The bottom of the Atlantic is quite dark — its great depth.
8. — some naturalists, whales feed upon the octopus.
9. They are said to prefer it — any other food.
10. No life — in the moon, — the absence of air.
11. If you have lost your books, you must — them till you find them.
12. You cannot — me with such a ridiculous story.
13. The money-changer — me of a shilling.
14. How long will your work — you? I shall not — more than an hour over it.
15. The — of the Tyrol is like that of Switzerland.
16. A chameleon is an animal of peculiar —.
17. It has very sharp — and catches flies with great skill.
18. Herons — fish with their long beaks.
19. The general was very — at the officer's disobedience.
20. The roads were — bad that it was difficult to — goods from place to place.
21. He was — from the rank of major to that of colonel.
22. You can have your luggage — to the

station in a donkey-cart. 23. Water often — harmful microbes. 24. The air — of several elements. 25. The ancients — measure time by water-clocks or sun-dials. 26. People often prefer posts in the government where they earn small —, — more lucrative positions outside it. 27. The government does — best to secure the welfare of the people. 28. Air-ships can — great distances in — hours. 29. — knowledge is a dangerous thing. 30. — people become famous, though many strive for fame. 31. People began to — the New World in the sixteenth century. 32. Peary — the North Pole. 33. In some countries the corn is not — till September. 34. Many fine oak-trees were — in England to build ships. 35. It is foolish to — one's nose to spite one's face. 36. The bad weather — the lighthouse from all communication with the shore. 37. His coat was — in several places. 38. He was run over and — to pieces by the express train. 39. The company — his water, as he did not pay his bill. 40. Workmen now receive higher — than they did 40 years ago. 41. A train — more quickly than a ship.

LETTERS.

The following are the most usual forms for beginning and concluding letters:

1. *In business:*

Dear Sir,

or Dear Madam.

Yours truly,

or Yours faithfully,

(from inferiors, and from
tradesmen to customers) Yours obediently,

Dear Sirs (if there are partners in the firm).

2. For people who are not known to one intimately but whom we wish to regard as *equals*:

Dear Mr Brown, (Mrs. Brown, Miss Brown, etc., using the name).

With kind regards,

Yours very truly,
or Yours sincerely,

5. For intimate friends:

Dear Brown,

With best wishes to —,

Yours sincerely,

4. For relatives and very intimate friends:

Dear George (using the Christian name, and leaving out the family name),

Give my love to —,

Yours affectionately,

or Your affectionate Father (Mother, Uncle, Aunt, Cousin, etc.).

5. In writing to relatives older than oneself:

Dear Father (Dear Mother, Dear Uncle George, Dear Aunt Mary, etc.),

Your affectionate Son (Daughter, Nephew, Niece, etc.).

Hints on Letter-writing.

1. Avoid all extravagant compliments, or insincere expressions of affection.

2. Avoid any unnecessary use of the name of God.

3. Write simply, and in general avoid metaphorical language.
4. In referring to the *health*, be careful to observe the rule given in the chapter on the *articles*.
5. In writing letters of application for employment, avoid any mention of irrelevant facts.

Examples. I. A letter to a school friend inviting him to come and spend the holidays with you:

18 DUKE STREET,
NEWCASTLE, Nov. 15.

DEAR HENRY,

I hope that you are well and that you are enjoying yourself as much as I am. I have told my father and mother what good friends we have been at school, and they desire me to say that they would be delighted if your parents would allow you to spend the next fortnight with us. Let me know what day you can come and the time of your arrival so that I can meet you at the station.

Tusting you will be able to come,

Yours sincerely,

JAMES SMITH.

II. Letter in reply to No. I.:

12 GEORGE STREET,
HAMMERSMITH, Nov. 16.

DEAR JAMES,

I was delighted to get your kind letter yesterday inviting me to come and stay with you. I am sorry, however, that I am engaged till the end of next week, but

I shall be very glad to come then, if it is still convenient to you. I will let you know later by what train I shall arrive. In the meantime I am looking forward greatly to seeing you.

My mother joins me in best wishes.

Yours sincerely,

HENRY WALKER.

III. Letter to a business firm ordering goods:

8 NORTH ROAD,
WHITBY, *Aug. 6.*

MESSRS. BROWN, ROBINSON & Co.

DEAR SIRS,

Please forward me the watch marked No. 56 in your catalogue at £2 3s. 6d., and a silver chain to match at 15s. I enclose a cheque for £2 18s. 6d., and remain

Yours truly,

WILLIAM JONES.

IV. Answer to No. III.:

10 HIGH STREET,
KENSINGTON, *Aug. 7.*

WILLIAM JONES, Esq.

DEAR SIR,

We beg to acknowledge the receipt of your favour of yesterday's date, and to inform you that the watch will be forwarded as soon as it arrives from our factory. We enclose a receipt for your cheque of £2 18s. 6d.

Yours truly,

BROWN, ROBINSON & Co.

V. Letter of application for a vacancy:

15 SHARIA ABD EL LATIF,

ROSETTA, *April 16, 1912.*

DEAR SIR,

Having seen your advertisement for a clerk in the "Égypte," I beg to tender my application for the post.

I was educated at the Nasrieh Primary School and the Khedevieh Secondary School, obtaining the Primary Certificate in 1904 and the Secondary Certificate in 1908. I subsequently resided in France for a year and acquired a good knowledge of French, and possess considerable proficiency in shorthand, typewriting, and book-keeping.

I have been for two years in my present situation with Messrs. Brown, Robinson & Co., from whom I enclose a testimonial. I also enclose copies of my school certificates and other testimonials, and remain

Yours obediently,

HASSAN MOHAMMED SADIK.

VI. Business letters, invitations and answers to invitations may be written in the third person, thus:

1.

FERNLEA,

CLIFTON, *April 14.*

Mr. S. Gordon requests Messrs. Morton & Co. to forward him a case of 20 lbs. of tea, payable on delivery, to the above address.

2. Mr. and Mrs. Farmer request the pleasure of Mr. R. Hope's company to dinner on Thursday, 16th inst., at 7 p.m.

3 GROSVENOR SQUARE.

May 10.

3. Answer to No. 2.

6 PARK LANE,
May 11.

Mr. R. Hope has much pleasure in accepting Mr. and Mrs. Farmer's kind invitation to dinner on Thursday, 16th inst., at 7 p.m.

or;

Mr. R. Hope regrets that he is unable to accept Mr. and Mrs. Farmer's kind invitation to dinner on Thursday, 16th inst., at 7 p.m., owing to a previous engagement.

Envelope Addresses.

In writing to friends or acquaintances it is usual to write the surname (or family name) preceded by the initials (or first letters) of the man's Christian or baptismal names, and followed by the word "Esquire," abbreviated to "Esq.," thus :

C. R. Hartley, Esq.,
5 Sycamore Road,
Nottingham.

In writing to a lady, use Mrs. or Miss, followed by the surname and the initials if desired.

Mrs. Marlow, or Mrs. G. Marlow.
Miss Grote, or Miss F. Grote.

In writing to business firms or to tradesmen, use Mr. in the singular and Messrs. (=the French Messieurs) in the plural :

Mr. Davis, or Mr. L. E. Davis.
Messrs. Brown, Robinson & Co.
Messrs. R. Milner & Co.

Exercises on Letter-Writing.

Answer the following letters, inventing a suitable envelope address :

1.

11 BRYANSTON SQUARE,
LONDON, W., Oct. 16, 1910

DEAR HENRY,

I was much interested to hear from your father that you had gone to a secondary school as a boarder. No doubt you will at first find it rather strange to be away from home, but you will soon get used to it, and will, I trust, make many good friends. I am anxious to hear how you get on, so I shall expect a long letter from you describing your new surroundings, and telling me about your work and your games. I enclose a money order for 10s., that you may buy yourself something useful.

Your aunt joins me in best wishes.

Your affectionate uncle,

GEORGE.

2

10 OAK STREET,
CHESTERFIELD, May 10.

DEAR JOHNSON,

I am sorry we did not manage to meet the other day at the station as we had arranged. Where were you? I waited for you from three till a quarter past four and saw no sign of you, and at last went home in despair. Please let me know what happened to you—I hope it was nothing serious.

Yours sincerely,

JAMES R. CARSON.

. 3.

8 MARKET PLACE,
SOUTH SHIELDS.

DEAR SIR,

I have received your application for the vacancy as foreign correspondence clerk in my office. Please give me some further particulars (1) as to your school education, (2) your education certificates, (3) the time you have resided abroad and the countries you have visited.

I remain,

Yours truly,

EDWARD JENKINSON.

In each case invent a suitable address for the envelope :

1. Write a letter to your uncle thanking him for a present received on your birthday.
2. Write to a school friend proposing a holiday tour for the summer, and asking his advice.
3. Write to Messrs. Macmillan & Co. of London ordering some books to be sent you.
4. Write a letter to your father asking him to send you an interesting novel to read in your leisure time, and telling him what books you have already read, saying which was the one you liked best, and giving your reasons.
5. Write to the firm of Hartley, Simson & Co., complaining that the goods they sent at your request are unsuitable and arrived in a damaged condition.
6. A friend has just recovered from a dangerous illness. Write and congratulate him on his recovery, and express your hopes of seeing him shortly as a guest in your house.

7. A post as clerk in a large warehouse is advertised as being vacant. Write an application for the same, stating your experience and qualifications, and what salary you expect.
8. A clerk in the railway administration has been feeling ill and overworked for some time, and feels he must have a few days' rest. Write a letter from him to the head of the department requesting sick leave.
9. On taking a ticket for Delhi last Friday you hurried into the train forgetting to take your change from the booking-clerk. Write a letter to the station-master stating the facts and asking that the money be returned to you.
10. Write the station-master's reply.
11. Write a letter to your uncle, who is in an influential position, asking him to help you to find a post in some administrative capacity. State your qualifications and your preferences, and give other particulars about your case.
12. Write a letter to your head-master explaining your reasons for having been absent from school for a fortnight.
13. Write inviting one of your friends to dinner on Friday next at 7.30 p.m.
14. Write an acceptance and a refusal of the same.

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